

2009-10

IMPLEMENTATION & EXPANSION OF THE CHILD DEVELOPMENT EDUCATION PILOT PROGRAM (CDEPP)

Evaluation Report



SC EDUCATION
OVERSIGHT COMMITTEE

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Report on the Implementation and Expansion of the Child Development Education Pilot Program (CDEPP)

A report from the Education Oversight Committee pursuant to Proviso 1.62. of the 2009-10 General Appropriations Act.

January 1, 2010

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CONTENTS

	Page
Acknowledgements	v
Section I: Background Information	1
Section II: Explanation for CDEPP Expansion between FY07 and FY08	5
Section III: Enrollment Data and Population Projections	11
Section IV: Financial Analysis	29
Section V: Analysis of DIAL-3 Developmental Assessment Results.....	41
Section VI: Individual Child Assessments	53
Section VII: Teacher Information	65
Section VIII: Professional Development and Technical Assistance	69
Section IX: Survey of CDEPP Coordinators in School Districts	87
Section X: Summary and Recommendations	99
 Appendices:	
A. Number of Four-Year-Olds Served in State-Funded Programs, 2008-09	107
B. Methodology for Estimation and Projection of Numbers of 4-Year-Olds and Numbers of 4-Year-Olds Eligible for Federal Lunch Programs and/or Medicaid by County	114
C. FY 2008-09 CDEPP Expenditures	116
D. FY 2008-09 Allocations to Private Providers.....	117
E. FY 2008-09 Wrap-Around Services in Private CDEPP Centers	120
F. FY 2008-09 Allocations to School Districts	121
G. Student Assessment Methods and Results in Detail.....	122
H. Current Knowledge Concerning Teacher Educational Attainment, Credentials, and Professional Development	126
I. Survey of CDEPP Coordinators	128
J. Proviso 1.62. of the 2009-10 General Appropriations Act	134
K. Comments	140

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Section I

Background Information

The Child Development Education Pilot Program (CDEPP) was created by the General Assembly in 2006-2007 in response to the ruling in Abbeville County School District, et al., v. State of South Carolina, et al., the school equity lawsuit. The judge ruled that the State was not providing adequate support for the education of young children in poverty living in the Plaintiff and Trial school districts (Appendix A, Table 2). The Plaintiff and Trial school districts tend to be rural and have high poverty levels as measured by the percentage of students eligible for the free or reduced-price Federal lunch program and/or Medicaid. The median district poverty index for these districts in 2008-09 was 88.1%, up from 86.1% in 2007-08.

Since 1994 South Carolina has provided for at least one half-day class for at-risk four-year-olds in each district using EIA funds. Additional half-day classes have been provided and half-day classes have been enhanced to full-day classes in many districts using other state, local, and federal funds. CDEPP differs from previous state-funded programs for four-year-olds in several ways:

- CDEPP currently serves students residing in the 37 Trial or Plaintiff school districts;
- Beginning in 2009-10, pending the availability of funds, the pilot may be expanded beyond the Trial or Plaintiff school districts to eligible children residing in school districts with a poverty index of 90% or greater;
- Students eligible for participation must qualify for the federal free- or reduced-price lunch program and/or for Medicaid services;
- CDEPP classrooms are available in public schools and in private centers;
- CDEPP is a full-day program which must be based on an approved curriculum model and staffed by teachers meeting specified educational requirements (in 2008-2009 lead teachers must have at least a 2-year degree in early childhood education or related field and, if they do not have a 4-year degree in early childhood education or a related field, be working toward attainment of a 4-year degree within 4 years);
- Each CDEPP classroom must have a qualified lead teacher (and an assistant teacher meeting minimal educational requirements if the classroom has more than 10 students); classrooms are limited to 20 students with an adult: child ratio of no greater than 1:10; the per-child reimbursement rate was calculated assuming a minimum of 16 and maximum of 20 CDEPP-eligible children per classroom;
- CDEPP classrooms must be licensed by the SC Department of Social Services (DSS);
- Funding is based on a per-child reimbursement (\$3,931 in 2007-2008 and \$4,093 in 2008-2009 and 2009-10) for 180 days of instruction, prorated to reflect the number of days of instruction received by students who exit the program before they have attended for 180 days; funds are also available for transportation (\$185/student for public schools and up to \$550/student for private centers) and for the equipping of new classrooms (\$10,000) and for the purchase of supplies and materials for existing classrooms (\$2,500); and,
- CDEPP is evaluated by the Education Oversight Committee in partnership with an interdisciplinary team of researchers and evaluators from the University of South Carolina; in addition to evaluating the program's implementation, the evaluation includes a longitudinal evaluation of the achievement of program participants through elementary school; more information about CDEPP and its implementation is available in the evaluation reports available at www.eoc.sc.gov.

Since 2006-07, CDEPP has been established and funded through annual provisos in the General Appropriations Acts. CDEPP is currently in its fourth year of implementation in both public and private centers, serving eligible children residing in the original school districts. While permanent legislation has not been enacted, each year since Fiscal Year 2006-07 a proviso in the general appropriations act has established the guidelines for the program. These provisos also have required the EOC to conduct annual evaluations of the program. These evaluations, which were performed and written by an independent evaluation team from the University of South Carolina (USC) and research personnel at the EOC, are available at www.eoc.sc.gov and include the following:

- “Interim Evaluation Report on the First Year Implementation of the Child Development Pilot Program” issued February 2007 and updated in July 2007. The reports documented the early implementation of the program during the first year of implementation and recommended an increase in the per child reimbursement rate.
- “Implementation and Expansion of the Child Development Education Pilot Program (CDEPP)” issued January 1, 2008. The report analyzed administrative, programmatic, and financial data as well as initial student assessment results. Recommendations for improving the implementation and administration of CDEPP, for addressing improved data collection and financial accountability systems and for expanding the program statewide in the future were made. Specific recommendations included: (1) continuation of the program in public and private centers with expansion to districts not currently served but having a poverty index above 90%; (2) amending eligibility requirements to include children who score below the 25th percentile level on DIAL-3 or a comparable and reliable screening assessment; (3) creating cost-efficiencies by amending the \$10,000 allocation for new classrooms to require a minimum CDEPP class size; and (4) requiring the development and publishing of annual technical assistance and professional development plans for CDEPP personnel by the South Carolina Department of Education and the Office of First Steps to School Readiness.
- “Implementation and Expansion of the Child Development Education Pilot Program (CDEPP)” issued January 1, 2009. The report analyzed the first two years of the program’s expansion and documented the followed: (1) uneven expansion among many school districts and private child care centers with significant expansion found in four school districts/counties; (2) over 77% of four-year-olds residing in poverty in the plaintiff districts were served in a state or federal-funded full-day pre-kindergarten program in 2007-08 as compared to 52.9% of the four-year-olds in poverty in all other districts.; (3) data collection problems still existing with incomplete identification of students participating in CDEPP in the first quarter of 2008-09; (3) as many as 11% of CDEPP participants enroll in the program ten or more days after the program starts and 7.8% withdraw from the program before the end of the 135th day; (4) expenditures document that per child costs varied significantly across private child care centers based on class size; (5) space availability in the private sector and lack of space in the public sector will require expansion of the program in the future to include continued participate of private centers; (6) parents were overwhelming positive about the program based on a parent survey in the spring of 2007-08; (7) analysis of DIAL-3 scores show that children in non-CDEPP districts do not meet the income or Medicaid eligibility guidelines but would benefit from CDEPP because they are developmentally at risk for later school failure; and (9) initial student assessments show positive developmental and academic gains for CDEPP students compared to the norms of the assessments used in the evaluation. The report concluded with nine recommendations:

1. The General Assembly either should consolidate administration of CDEPP into one entity providing services in the public and private sectors or establish a shared services model for the administration of CDEPP in the public and private sectors to reduce administrative costs, to coordinate technical assistance, to provide a means by which eligible students can be referred to participant providers and to ensure that the maximum benefit to students is achieved with the dollars available.
2. The General Assembly should expand CDEPP statewide to serve all 4-year-olds at-risk due to poverty serving children in school districts according to the level of poverty and providing that, when at least 75% of the total number of eligible CDEPP children in the district/county are served, providers should receive reimbursement in CDEPP to serve pay-lunch children who core at or below the 25th national percentile on two of the three *DIAL-3* subscales (*Language, Concepts, and Motor Skills Scales*).
3. The EOC should expand the CDEPP evaluation to include the following:
 - A financial audit of CDEPP as administered by OFS and SCDE to reveal areas of cost-savings and to establish a reasonable administrative cost structure;
 - A determination of the factors including policy issues, leadership characteristics and community concerns that led to substantial increases in the number of CDEPP participants served in specific districts and counties;
 - A determination of how many private center teachers are pursuing a four-year degree and the barriers incurred in obtaining the higher educational attainment;
 - A determination of the factors that influence the continuity of CDEPP student enrollment across the full 180-day program and policy or programmatic changes needed to assure that CDEPP participants fully benefit from the program; and
 - A review of any formalized plan or evaluation data to assess the quality and impact of professional development and training provided by OFS and SCDE to CDEPP teachers.
4. SCDE and OFS should institute incentives and penalties to facilitate the improvement of CDEPP data quality and completeness.
5. The General Assembly should fund expansion of the program accompanied by the reallocation of EIA half-day child development funding into CDEPP.
6. The General Assembly should establish and SCDE and OFS should enforce minimum class size requirements of at least 6 students and minimum provider participation commitments of at least three years.
7. The General Assembly should maintain the current CDEPP teacher qualifications.
8. The General Assembly should require that the EOC provide a facilities study for CDEPP on a triennial rather than annual basis.
9. The Commission on Higher Education should fund a Center of Excellence for preschool technical assistance and professional development. The Center would work with SCDE, OFS, school districts, private CDEPP providers and the South Carolina Technical College System to establish and sustain a responsive regionalized professional development and technical assistance system.

Based on the recommendations of the 2009 evaluation of CDEPP, the General Assembly amended the proviso governing CDEPP accordingly:

1. Pending the availability of funds, CDEPP may be expanded to serve eligible children residing in school districts with a poverty index of 90% or greater;
2. Providers enrolling between one and six CDEPP children and may receive up to \$1,000 per child in materials and equipment for new classrooms while providers enrolling seven or more may be eligible for grants up to \$10,000; and
3. The Office of First Steps will include in its triennial external evaluation fiscal and management questions as provided by the Education Oversight Committee.

Section II

Explanation for CDEPP Expansion between FY07 and FY08

Proviso 1.62. of the 2009-10 General Appropriations Act requires the 2010 evaluation of CDEPP to include “a determination of the factors including policy issues, leadership characteristics and community concerns that led to substantial increases in the number of CDEPP participants served in specific districts and counties.”

Between the first and second years of the pilot program, significant program expansion in both public and private centers occurred in the following counties and/or school districts: Florence County (Florence Districts 1 and 3); Berkeley County (Berkeley County School District); and Laurens County (Laurens 56). “Significant expansion” was defined as a minimum increase in the number of children served in a school district or county of 100%, which equates to doubling the number of children served. Table 1 documents the expansion that occurred in these counties and/or school districts and includes expansion at private child care centers in these same counties.

Table 1
Number of CDEPP Children Enrolled at 135th-day Collection¹

District/County:	2006-07	2007-08	% Increase
Berkeley	212	831	292.0%
Florence 1	84	248	195.2%
Florence 3	49	145	195.9%
Laurens 56	60	120	100.0%
Private Centers:	2006-07	2007-08	% Increase
Sunshine House #106 (Berkeley)	3	6	100.0%
Sunshine House #30 (Florence)	4	16	300.0%
Zion Canaan Child Development Center (Florence)	8	13	62.5%
Excellent Learning Preschool, Inc. (Florence)	6	16	166.7%

The evaluation team contacted in writing and in emails the current or former superintendents in these districts who oversaw the expansion of CDEPP and the existing private child care operators who also experienced an enrollment increase, seeking an interview. The Office of First Steps to School Readiness (OFS) assisted in contacting the private providers to encourage their participation. The goal of the interviews was to determine the factors that led to the significant increase in CDEPP enrollment between the first and second years. Three of the four school districts and four private providers in Berkeley and Florence Counties participated in the interviews. The interviews were conducted between October 9 and November 4, 2009. The results of the interviews, which are delineated between public schools and private child care centers, are summarized below. The interviews began with one question:

What were the factors that led to the successful implementation and expansion of CDEPP in your school district/private child care center?

School Districts: Three superintendents participated in face-to-face interviews. Two superintendents were accompanied by their CDEPP coordinator. When asked to explain the

¹ 2008-09 Implementation & Expansion of the Child Development Education Pilot Program (CDEPP). South Carolina Education Oversight Committee, January 1, 2009.

factors that led to expansion of CDEPP in their school districts, the superintendents responded accordingly:

Interview #1: Because early childhood education was important, the district intentionally increased the number of children served in CDEPP. The district wanted to get at-risk children in the program as soon as possible to ensure their readiness for kindergarten. The expansion was spearheaded by one person in the district office who led the implementation and expansion of CDEPP. In addition, the business officer used local and federal monies to supplement CDEPP funding wherever possible. While space was an issue, it was an issue that the district leadership team met with an attitude of “we can.” “We can” overcome or find a solution to any problem. District officials also worked with individual principals to assist in the expansion. The district board of trustees was also supportive of the program and its expansion. In sum, CDEPP was embraced by the superintendent and district staff with the attitude of “whatever it takes, we will get the job done because early childhood education is important.”

The superintendent recommended that districts that had successfully implemented and expanded CDEPP provide leadership and assistance to school districts that want to expand CDEPP services. Such a leadership team could meet with district officials, business officials, principals, and other district staff to explain how the financial, space and personnel issues can be overcome and services provided.

Interview #2: The school district’s decision to expand the number of CDEPP classes was based on an overall district strategy to expand early childhood, parenting and family literacy and young adult education. The district strategy is to provide a seamless program to meet the needs of children and their families. At least one CDEPP classroom was established in all elementary schools, in the high school and in the adult education/alternative high school center. Using local funds, the district was able to retrofit classrooms to meet DSS licensure. Title I federal funds were available to supplement early childhood education funding and to provide parenting services. An example of the district’s decision to combine early childhood education and parenting/family literacy services was a district requirement that CDEPP teachers must perform at least two home visits per child in the course of the school year even though state guidelines are less prescriptive and call for only one home visit.

CDEPP was also embraced by the local community. First, all elementary school principals in the district wanted a CDEPP classroom. The district worked closely with the local Head Start program to coordinate services so that as many children as possible were served. The district worked with the county First Steps office to participate in Count Down to Kindergarten. And, the local technical education college provided the necessary ECE 101 class offerings to train aides for the program.

When asked about obstacles to CDEPP expansion, the district noted that space is an issue for future expansion. District officials suggested that the state consider providing one-time grants of up to \$50,000 to districts for the retrofitting of mobile classrooms. Another issue that creates financial and administrative problems is the requirement that substitutes in DSS licensed child care centers be fingerprinted. Often, the district transports the substitutes to receive the proper security clearances required for DSS licensure because transportation is an issue for many persons in the community. Finally, when asked how to encourage other districts to expand CDEPP, district officials responded, “any district that is reluctant to provide CDEPP need only revisit its mission and remember why we exist; it’s all about the children.”

Interview #3: According to the superintendent, CDEPP expansion occurred because the district had the philosophy that “all children can succeed.” For several years prior to CDEPP the district had focused on early childhood education; therefore, playgrounds and classrooms were already in place as well as a district focus on early education. When CDEPP was enacted and funded, the district moved quickly to expand classrooms in multiple but targeted locations. The district staff was given the freedom and resources to “make the expansion work.” According to the superintendent, the district staff who managed the expansion had the expertise and experience. The superintendent noted that the close and long-term working relationships of district staff also contributed to the program’s rapid expansion. Aggressive recruiting of children especially in targeted areas like public housing was critical to the expansion. There the district has begun and continues to build trust and relationships with parents. In summary, the superintendent noted that the expansion “needed to be done.”

Another key component of the expansion was collaboration. The district had the support of a public institution of higher education that is still assisting the district in expanding early childhood education in targeted areas including provision of services on the campus of the university and by providing professional development for CDEPP teachers and aides. The district foundation was instrumental in supporting the expansion. The district also worked closely with Head Start to target resources and maximize space. Finally, the district noted that the on-site technical assistance provided by the South Carolina Department of Education had assisted the district.

When asked about barriers, the district responded that barriers were met with solutions. For example, to facilitate DSS licensure, the district hired a child care specialist who had operated private child care centers. This individual was responsible for working through the DSS licensure requirements. The individual was in charge of getting all teachers, aides and substitutes fingerprinted. According to the CDEPP coordinator, DSS licensure is critical to ensure the health, safety, and welfare of the children.

The district is planning for the future. First, the district wants to expand young adult education and parenting/family literacy for the parents of CDEPP children. In the spring of 2010 the district will jointly conduct CDEPP screenings with the Preschool Disabilities Program staff so that the district will simultaneously refer potential four-year-olds with disabilities to programs for exceptional children during an extended screening appointment. The district is also pursuing other classrooms for expansion including collaboration with a local church and expansion in other public housing areas.

Private Child Care Centers: Two face-to-face interviews were conducted with individuals who oversee three private child care centers participating in CDEPP. A third individual participated in a telephone interview. When asked to explain the factors that led to expansion of CDEPP in their centers, the individuals responded accordingly:

Interview #1: There are several reasons behind the expansion of CDEPP in two private centers in Berkeley and Florence Counties. First, due to the national recession, more families and their children qualified for the program in 2007-08 than in 2006-07. Second, the quality of the program and curriculum, Creative Curriculum, provided an instructional program that appealed to parents. Recruiting and marketing of CDEPP in the community was successful in increasing enrollment and resulted in a waiting list for the current year. Similarly, the interviewee pointed to the fact that the provider had hired one person who is responsible for monitoring CDEPP in its participating centers. This person works with teachers to guarantee quality and accountability. In addition to more children being eligible for CDEPP, the interviewee contended that the

organization's commitment to quality early childhood education opportunities is the overriding reason for the program's successful implementation and expansion.

When asked if the availability of wrap-around services could have impacted enrollment, the interviewee responded "no." Only 25% of four-year-olds participate in wrap-around services. When asked if space or the recruitment of teachers and aides were obstacles to expansion, the response again was "no." And, finally, when asked if there was a coordinated effort to work with public schools, the answer was again, "no."

When asked how the state of South Carolina could improve CDEPP, the interviewee referred to the universal four-year-old program in Georgia and its funding of resource coordinators. Centers in Georgia can apply for and receiving funding to hire resource coordinators. These individuals provide home visits, conduct parent workshops and link families to agencies for job skills training, health services, housing and other needs.

Interview #2: The director maintained that quality early childhood education is the key to the program's expansion at this private child care center. The director pointed to the professional development and on-site technical assistance provided by the state Office of First Steps. The professional development and on-site visits improved the quality of early care provided which, in turn, resulted in an expansion in the number of children enrolled in the program. The director pointed to the fact that for the first time in three years the center has a waiting list of children seeking enrollment in CDEPP. The director also noted that the county First Steps office had assisted in recruiting children and their families to the center. The director maintained that another reason for the expansion is the daily contact with parents. Speaking to parents as they drop off and pick up their children is important in developing relationships with the parents. These relationships then develop into opportunities to address family needs.

The greatest challenge to expansion in this rural community is transportation. The director is currently working with the local school district to address this issue. Many parents in the community do not have access to dependable transportation. The center does not have a vehicle to transport students. To maximize the number of children served, the director wants to work closely with the school district to work on rosters. In essence, the private center would refer children who need transportation to the school district and in exchange, the district would refer children to the center who do have transportation. Parents would still make the final decision. Upon a tour of the facility, available space for another CDEPP classroom was shown. While the center has a waiting list, state funds have not been available this year to serve the students on the waiting list.

Interview #3: This child care director maintained that successful implementation and expansion of CDEPP occurred because the center had quality teachers and aides. Parents and especially principals of public schools often comment on how well prepared the children are who attended her center for kindergarten. The center does maintain a waiting list, another example of the program's success. The director also believed that wrap-around services after school hours met the needs of working poor parents, another reason for the successful expansion of the program. When asked about curriculum, the director stated that the center used Creative Curriculum supplemented by other activities and learning. The director also found the on-site technical assistance services to be beneficial.

As far as obstacles, the director believed that the lab hours needed to receive an associate degree in early childhood were difficult for many of her staff to meet. Simply put, the staff has a difficult decision balancing the need to work hours to provide for their families against the desire

to achieve the degree. In conclusion, the director noted that CDEPP allowed her center to provide quality educational services for children and families that otherwise could not afford it.

Summary

Private providers who participated in the interview stressed the importance of quality early childhood education services as the catalyst for CDEPP expansion. On the other hand, public schools stressed the importance of early childhood education in the overall mission and goals of the district, including the provision of parenting, family literacy and adult education to the parents of CDEPP children.

For school districts, motivation to expand early childhood was necessary for success in expanding. Early childhood was seen as part of an overall district strategy to improve educational achievement. For private centers, customer appeal and satisfaction were primary motivators. Private centers emphasized the fact that quality programs attracted more parents. Private centers, naturally, focused more on the direct educational services that they provided and had less responsibility for the overall educational system that their students would enter into after completion of the program.

There were four common elements in public and private centers that experienced rapid CDEPP expansion.

1. Commitment by the organization and its leadership to implement and expand the program to improve early childhood education opportunities regardless of obstacles;
2. Designation of at least one staff person to implementation and expansion of CDEPP;
3. Intentionality in expansion including the recruitment of children, the securing of funds, the preparation of classrooms; and
4. Collaboration among public schools, child care providers, Head Start and other agencies in the community should be encouraged and supported whenever possible.

Recommendations

1. The South Carolina Department of Education and the Office of First Steps to School Readiness should contract with districts and private providers that have expanded enrollment dramatically to provide professional development and onsite assistance to other districts and centers.
2. The South Carolina Department of Education and local districts, particularly in rural settings, should develop and pilot a public-private transportation model to increase access to CDEPP.
3. The South Carolina Department of Education and the Office of First Steps should work with SLED to facilitate finger- printing of staff and substitute teachers employed in CDEPP.

Section III

Child Development Education Pilot Program (CDEPP) Enrollment Data And Population Projections

The following section of the CDEPP Annual Report is based on school year 2008-09 enrollment and financial data from the 180th day of instruction (end of the school year) in public schools and private centers; the data were provided to the evaluators by the South Carolina Department of Education (SCDE) and the Office of First Steps to School Readiness (OFS), respectively. In addition to data for 2008-09, preliminary enrollment data for the 2009-10 school year based on the 45-day data collection from private child care centers are reported (45-day data from the public schools are not yet available at the time this report is being compiled). Finally, this report's projections to 2011-12 of the numbers of 4-year-old children and the numbers of 4-year-olds projected to be eligible for the Federal free- or reduced-price lunch program and/or Medicaid based on current eligibility requirements are based on United States Census data and on data on children's poverty status provided by the Office of Research Services, South Carolina Budget and Control Board.

Data Quality in the First (2006-07), Second (2007-08), and Third (2008-09) Pilot Years

Substantial improvements in data quality and availability were made over the course of the first and second years of the pilot program. These improvements represent attention and effort on the part of personnel in SCDE and OFS and of the public and private CDEPP providers. The improvements made in year two of the pilot were sustained in year three, but some data quality issues remain.

- Continued efforts to improve the accuracy of the student coding in the school databases to indicate whether a specific student was eligible for and receiving CDEPP services are needed both for financial reporting and for evaluation purposes.
- The data provided from the school databases do not have consistent or complete information regarding students' disabilities and the special education services they receive. Since the disability status of CDEPP students was not available from the public school data, estimates of the need for special education services in the school programs could not be determined. At this time SCDE staff members are investigating the availability of the information from other school databases. The OFS collects information on the disabilities of CDEPP students in private programs, but not on the special education services the students receive.

School District Participation Data in 2008-09

Unlike in 2007-08, there was no expansion of CDEPP in public schools in 2008-09 (Tables 1 and 2):

- the number of school districts participating remained at 35 in 2008-09;
- based on the numbers of students enrolled on the 180th day, an additional 44 students were served in public school programs in 2008-09, an increase of 1.2%;
 - 21 school districts increased the absolute number of CDEPP students served in 2008-09, although in most cases the number of additional students served in a district was insufficient to require a new classroom and teacher;

- of these 21 districts, 5 increased enrollment by 10 or more additional students in 2008-09 (Abbeville: +11; Lexington 4: +11; Marlboro: +15; Orangeburg 3: +34; Orangeburg 5: +47);
- 13 districts served fewer students in 2008-09 than in 2007-08;
 - 8 districts served at least 10 fewer students in 2008-09 (Berkeley: -34; Florence 4: -11; Hampton 1: -12; Hampton 2: -18; Laurens 55: -14; Marion 1: -19; Marion 2: -12; Marion 7: -18); and,
- 1 district served the same number of students in 2008-09 as in 2007-08.

CDEPP is intended to increase the number of 4-year-olds in poverty who are served with a full-day, pre-kindergarten program which meets specific criteria for quality (e.g., teacher qualifications, approved curriculum, and adult:child ratios). With this purpose in mind, “expansion” of pre-kindergarten services in the Plaintiff districts can be viewed both as increasing the total numbers of eligible children served with a full-day program and as increasing the length and quality of the pre-kindergarten program provided to eligible children who may previously have been served in a half-day program. Expansion due to CDEPP in a district can take the form of building new classrooms or converting old ones, hiring additional teachers, and serving children who would not otherwise be served. Expansion could also come from converting existing half-day classrooms to full-day classrooms. This conversion does not require new teachers or classrooms, but it results in providing services for half as many children as before. The children served, however, experience a longer instructional day in a preschool program.

It is not clear whether the decline in participation observed among some districts reflects inaccurate data collection, annual fluctuations in the populations of students eligible for CDEPP, or actual changes in district policy regarding the implementation of CDEPP. Still, 5 school districts increased the numbers of students served sufficiently that they may have had to add additional classrooms to their programs.

Table 1
Trial and Plaintiff Districts and Participation in CDEPP, 2006-07, 2007-08, and 2008-09

Districts Participating in CDEPP in 2006-07, 2007-08 and 2008-09		
Abbeville	Dillon 3	Laurens 56
Allendale*	Florence 1	Lee*
Bamberg 2	Florence 2	Lexington 4
Barnwell 19	Florence 3	Marion 2
Berkeley	Florence 4*	Marion 7*
Clarendon 1	Florence 5	Orangeburg 3
Clarendon 2	Hampton 1	Orangeburg 4
Clarendon 3	Hampton 2*	Orangeburg 5
Dillon 1	Jasper*	Williamsburg
Dillon 2*	Laurens 55	
Districts Participating in CDEPP in 2007-08 and 2008-09 But Not in 2006-07		
Bamberg 1	Chesterfield	Marlboro
Barnwell 29	Marion 1	McCormick
Districts NOT Participating in CDEPP in 2006-07, 2007-08 or 2008-09		
Barnwell 45	Saluda	

* Trial district

Table 2
Plaintiff Public School District Participation in CDEPP in 2006-07, 2007-08, and 2008-09
Students Enrolled in CDEPP On 135th Day Data Collection (2006-07 and 2007-08) and
Students Enrolled in CDEPP On 180th Day Data Collection (2008-09)

District	Number of CDEPP Students Reported by Districts			Change in Number Served in 2008-09 Compared to 2007-08	Percent Change in Number Served in 2008-09 Compared to 2007-08
	2006-07	2007-08	2008-09		
Abbeville	79	70	81	+11	+13.9
Allendale	81	54	56	+2	+3.7
Bamberg 1	NA	19	22	+3	+15.8
Bamberg 2	37	25	29	+4	+16.0
Barnwell 19	19	17	17	0	0
Barnwell 29	NA	17	20	+3	+17.6
Barnwell 45	NA	NA	NA	NA	NA
Berkeley	212	831	797	-34	-4.3
Chesterfield	NA	74	79	+5	+6.8
Clarendon 1	52	58	60	+2	+3.4
Clarendon 2	100	84	87	+3	+3.6
Clarendon 3	41	24	33	+9	+37.5
Dillon 1	36	28	30	+2	+7.1
Dillon 2	138	140	132	-8	-5.7
Dillon 3	66	64	66	+2	+3.1
Florence 1	84	248	244	-4	-1.6
Florence 2	59	59	58	-1	-1.7
Florence 3	49	145	154	+9	+6.2
Florence 4	56	48	37	-11	-22.9
Florence 5	40	40	39	-1	-2.5
Hampton 1	86	88	76	-12	-13.6
Hampton 2	38	38	20	-18	-47.4
Jasper	150	182	190	+8	+4.4
Laurens 55	110	116	102	-14	-12.1
Laurens 56	60	120	118	-2	-1.7
Lee	97	81	90	+9	+11.1
Lexington 4	128	137	148	+11	+8.0
Marion 1	NA	110	91	-19	-17.3
Marion 2	94	95	83	-12	-12.6
Marion 7	48	55	37	-18	-32.7
Marlboro	NA	54	69	+15	+27.8
McCormick	NA	17	20	+3	+17.6
Orangeburg 3	158	116	150	+34	+29.3
Orangeburg 4	161	108	115	+7	+6.5
Orangeburg 5	274	257	304	+47	+18.3
Saluda	NA	NA	NA	NA	NA
Williamsburg	210	196	205	+9	+4.6
Total	2,763	3,815	3,859	+44	+1.2

NA = District did not participate in CDEPP in 2006-07, 2007-08, or 2008-09.

Note: Districts received funding for a cumulative 3,292 students in 2006-07 and 4,138 students in 2007-08.

Private Center Participation Data in 2008-09

There were moderate increases in the number of CDEPP participants served in private child care centers in 2008-09 compared to 2007-08 (Tables 3 and 4):

- based on the numbers of students enrolled on approximately the 180th day, an additional 40 students were served in private centers, an increase of 9.5% over 2007-08 enrollments;
- the numbers of private centers participating and enrolling CDEPP students on the 180th day decreased from 46 to 42 in 2008-09;
- approximately 29% (18 of 62) of the private providers which have participated in CDEPP at any time have participated for all three years of the pilot;
- 35 (83.3%) of the 42 providers enrolling CDEPP students in 2008-09 also participated in the program in 2007-08.

Table 3
Number CDEPP Students Enrolled in Private Providers
2006-07, 2007-08, and 2008-09

Private Program Name	Center's County Location	Number CDEPP Students Served			Change in Number Served in 2008-09 Compared to 2007-08	Percent Change in Number Served in 2008-09 Compared to 2007-08
		2006-07	2007-08	2008-09		
Kids R Us	Allendale	NA	5	7	+2	+40.0
Little Precious Angels Child Development Ctr.	Bamberg	5	NA	NA	NA	NA
Progressive Family Life	Bamberg	5	5	NA	NA	NA
AAA New Jerusalem Daycare Center	Barnwell	NA	17	19	+2	+11.8
Bedford's Stay-n-Play	Barnwell	17	17	13	-4	-23.5
Hobbit Hill	Beaufort	1	1	NA	NA	NA
Betty's Day Care	Berkeley	NA	NA	10	NA	NA
Karen Scott Health CDC	Berkeley	8	4	NA	NA	NA
La Petite Academy – SCGC	Berkeley	NA	8	NA	NA	NA
The Sunshine House #106	Berkeley	3	6	11	+5	+83.3
The Sunshine House #29	Berkeley	6	6	9	+3	+50.0
Foster's Childcare Center, Inc.	Charleston	NA	10	10	0	0
West Ashley Learning Hub	Charleston	NA	6	6	0	0
Giggles and Wiggles Academy	Chesterfield	NA	8	6	-2	-25.0
The Wee Academy Learning Center	Clarendon	9	10	15	+5	+50.0
Prosperity Child Care	Darlington	NA	1	11	+10	+1000.0
Little Treasures	Dillon	NA	NA	15	NA	NA
Kids Ltd.	Dillon	20	40	NA	NA	NA
Pee Dee CAP Head Start (Hamer-Canaan)	Dillon	10	NA	15	NA	NA
Pee Dee CAP Head Start (Whittaker)	Dillon	NA	19	14	-5	-26.3
Angel's Inn Daycare	Florence	NA	7	14	+7	+100.0
Gail & Terry Richardson Ctr. For the Child	Florence	NA	NA	8	NA	NA
Zion Canaan Child Development Center	Florence	8	13	14	+1	+7.7
Excellent Learning Preschool, Inc.	Florence	6	16	14	-2	-12.5

Private Program Name	Center's County Location	Number CDEPP Students Served			Change in Number Served in 2008-09 Compared to 2007-08	Percent Change in Number Served in 2008-09 Compared to 2007-08
		2006-07	2007-08	2008-09		
Melva's Daycare	Florence	NA	2	1	-1	-50.0
The Sunshine House #30	Florence	4	16	16	0	0
Pee Dee CAP Head Start (Thelma Brown)	Florence	11	9	9	0	0
Pee Dee CAP Head Start (Lake City)	Florence	10	11	NA	NA	NA
Little Smurf's Child Development Center	Georgetown	13	27	22	-5	-18.5
Rainbow Child Care Center	Georgetown	NA	4	NA	NA	NA
Children's Keeper	Hampton	NA	2	6	+4	+200.0
The Mellon Patch	Hampton	NA	2	10	+8	+400.0
Little People, Inc. Day Care	Jasper	6	NA	NA	NA	NA
Kids N Company	Laurens	NA	NA	17	NA	NA
Thornwell Child Development Center	Laurens	NA	7	NA	NA	NA
Bishopville Lee Child Care Center Inc.	Lee	15	13	30	+17	+131.0
Lynchburg-Elliott CDC	Lee	14	7	7	0	0
Agapeland Daycare Center	Marion	NA	3	7	+4	+133.3
Kids Konnection	Marion	9	6	NA	NA	NA
Pleasant Grove Academy	Marion	NA	NA	9	NA	NA
Troy Johnson Learning Center	Marion	10	12	12	0	0
Little Promises Learning Center	Marion	2	NA	NA	NA	NA
McGills Bundles of Joy	Marion	13	15	16	+1	+6.7
Pee Dee CAP Head Start (Springville)	Marion	10	NA	NA	NA	NA
Back to Basics Learning Center, Inc.	Orangeburg	13	6	NA	NA	NA
Happyland Child Development Center	Orangeburg	NA	4	3	-1	-25.0
India's Toddler University	Orangeburg	4	NA	NA	NA	NA
Kelly's Kids	Orangeburg	3	NA	1	NA	NA
Kiddie Kollege of Orangeburg	Orangeburg	2	NA	NA	NA	NA
Kids 2000 Kindergarten & Daycare Center	Orangeburg	2	NA	NA	NA	NA
Kids in Motion	Orangeburg	4	9	5	-4	-44.4
Raggedy Ann and Andy	Orangeburg	NA	5	NA	NA	NA
SC State Child Development/Learning Ctr	Orangeburg	NA	8	6	-2	-25.0
ABC Academy	Saluda	9	6	16	+10	+166.7
Doodle Bug Academy	Williamsburg	NA	9	15	+6	+66.7
Graham's Enhancement	Williamsburg	9	4	7	+3	+75.0
Kindale Park Day Care	Williamsburg	NA	2	4	+2	+100.0
Little Miss Muffet Day Care	Williamsburg	NA	5	5	0	0
Mary's Little Lamb Daycare Center	Williamsburg	15	NA	NA	NA	NA
Nesmith Community Day Care Center	Williamsburg	9	8	7	-1	-12.5
Tender Bear's Daycare and Learning Ctr	Williamsburg	12	NA	NA	NA	NA
Wilson's Daycare and Learning Center	Williamsburg	6	18	17	-1	-5.6
Total		303	419	459	+40	+9.5

Source: Office of First Steps to School Readiness.

NA = No students enrolled at time of data collection (135th day in 2006-07 or 2007-08, or 180th day in 2008-09).

Note: Private centers received funding for a cumulative 354 students in 2006-07, for 481 students in 2007-08, and for 530 students in 2008-09.

Table 4
Private Providers Participating in CDEPP
2006-07, 2007-08, and 2008-09

Year(s) Participating in CDEPP	Number of Centers	Percent of Centers
2006-07, 2007-08, & 2008-09	18	29.0
2006-07 & 2007-08 Only	6	9.7
2007-08 & 2008-09 Only	17	27.4
2006-07 & 2008-09 Only	2	3.2
2006-07 Only	10	16.1
2007-08 Only	4	6.5
2008-09 Only	5	8.1
Totals	62	100

On a percentage basis, total proportional growth in the numbers of CDEPP participants served in private childcare centers in 2008-09 compared to 2007-08 was greater than that of public schools. Private center enrollment increased by 9.5% as compared to 1.2% in public schools. Three private child care centers increased their enrollments of CDEPP students by 10 or more students in 2008-09 compared to 2007-08. As in public schools, however, some centers increased their CDEPP enrollments in 2008-09 and some saw declines in the number of CDEPP students served. The number of private providers serving 5 or fewer CDEPP students in 2008-09 decreased compared to 2007-08 (6 providers served 5 or fewer students in 2008-09; 15 providers served 5 or fewer CDEPP students in 2007-08). This change may reflect increased acceptance of CDEPP by providers and increased integration of CDEPP quality requirements into their programs. The enrollment of 6 or more CDEPP students in a prekindergarten classroom may help ensure adequate resources to serve the at-risk students appropriately.

Student Participation in CDEPP: Enrollment in and Early Withdrawal from Program

CDEPP is an educational program intended to improve at-risk preschoolers' readiness for school. The educational program in CDEPP is based on approved curricula implemented over the course of the 180-day school year. The skills and knowledge from the curriculum that children are expected to develop and learn are designed to build in sequence over the instructional year, so it is beneficial that students participate in the entire 180-day instructional program without interruption. One issue being explored for the evaluation is the extent to which participants receive the full 180-day instructional program. It can be expected that students who enroll in the program after the first day of school will receive less than 180 days of instruction, as will students who withdraw before the end of 180 days.

The 180-day student data from public schools and the analogous data from the private childcare centers participating in CDEPP were analyzed to determine each student's date of enrollment and, if the student withdrew from the program before the 180th day, the date of withdrawal. The public school students' dates of enrollment were compared to the published dates for the first days of school for the school districts in which they resided. Students who enrolled in the pre-kindergarten program 10 or more days after the first day of school in their district were considered to be "late enrollees." Most school districts finalize their initial enrollment figures on the tenth day of school, so students whose enrollment is after that date are quite likely to be late enrollees and their enrollment date is not likely to represent a data entry error or omission. This analysis could only be performed using public school data, since many private centers are open year-round and do not have a published first day of school. However, it should be noted that 18 of the 459 (3.9%) students enrolled in CDEPP in private childcare centers in 2007-08 enrolled after January 1, 2009, which is approximately midway through the 180-day school year.

The data from public school CDEPP participants and from participants in 4-year-old pre-kindergarten programs in the non-CDEPP participating districts were analyzed. The data from this analysis are listed in Table 5.

Table 5
On-Time vs. Late Enrollment
2008--09 Programs for 4-Year-Olds
180th-day Public School Enrollment Data

Group	Number Late Enrollees* (Row %)	Number On-Time Enrollees* (Row %)	Totals (Column %)
CDEPP Participants in CDEPP Districts	417** (10.0)	3,745 (90.0)	4,162 (19.7)
Participants in 4-year-old Pre-Kindergarten Programs in Non-CDEPP Districts	3,336*** (19.6)	13,653 (80.4)	16,989 (80.3)
Totals** (Row %)	3,753 (17.7)	17,398 (82.3)	21,151 (100)

* Late Enrollees enrolled in program 10 or more days after the first day of school; On-Time Enrollees enrolled by the tenth day of the school year.

** Includes 67 students who withdrew from the program prior to the 180th day.

*** Includes 419 students who withdrew from program prior to 180th day.

Data from 1,141 students not participating in CDEPP but enrolled in CDEPP-participating districts not included in analysis.

The data in Table 5 reveal that CDEPP-participating students are significantly less likely to be late enrollees than 4-year-olds attending pre-kindergarten programs in non-CDEPP districts (10.0% vs. 19.6%; z test of difference between two proportions: $z = 14.56$, $p < 0.00001$). The pre-kindergarten programs in the non-CDEPP districts represent a mix of half- and full-day programs, while the CDEPP classrooms are all full-day. The data in Table 5 suggest that parents of children participating in public school CDEPP and educators in CDEPP-participating districts are making efforts to enroll children in the program on time. In addition to indicating the value parents may place on the importance of their children receiving the full benefits of CDEPP, this finding may also reflect the differences in funding between CDEPP and other state-funded public school programs for four-year-olds. CDEPP funding to school districts is based on a per-child reimbursement adjusted for the number of days served, while state funding for four-year-old pre-kindergarten programs in non-CDEPP districts is allocated based on the numbers of children served in 5-year-old kindergarten in the previous school year. Thus CDEPP districts have a fiscal incentive for enrolling children in CDEPP on-time that is not present in non-CDEPP districts.

The data from public school districts and from private centers were further analyzed to identify the extent to which students withdrew from CDEPP or other pre-kindergarten programs prior to the 180th day of instruction. Early withdrawal from the program can occur for many reasons, such as family relocation, illness, or choice of another educational setting. Regardless of the reason for early withdrawal, it is an indicator of the degree to which pre-kindergarten program participants experience the full educational program. It also is an indicator of the continuity of instruction in a classroom, since having students leave well into the instructional year is disruptive both for the students withdrawing and for the new students on a waiting list who enter the classroom late in the sequence of instruction. The data for CDEPP participants in public and private settings and for participants in non-CDEPP pre-kindergarten programs in public school districts are listed in Table 6.

Table 6
Early Withdrawal From Pre-Kindergarten Programs
Prior to the 180th Day of Instruction
2008-09 Programs for 4-Year-Olds

Group	Number Withdrawing Early (Row %)	Number Still Enrolled (Row %)	Totals (Column %)
CDEPP Participants in CDEPP Districts	332 (8.0)	3,830 (92.0)	4,162 (19.2)
Participants in 4- year-old Pre- Kindergarten Programs in Non- CDEPP Districts	1,581 (9.3)	15,408 (90.7)	16,989 (78.4)
CDEPP Participants in Private Centers	62 (11.9)	459 (88.1)	521 (2.4)
Totals* (Row %)	1,975 (9.1)	19,697 (90.9)	21,672 (100)

*Data from 1,141 students not participating in CDEPP but enrolled in CDEPP-participating districts not included in analysis.

The data in Table 6 also reveal differences between CDEPP and non-CDEPP participants enrolled in public school programs, and between CDEPP participants enrolled in public schools compared to those in private centers. When the proportion of public school CDEPP participants who withdrew early (8.0%) was compared to the proportion of public school participants in non-CDEPP pre-kindergarten programs who withdrew early (9.3%), the data indicate that participants in non-CDEPP public school programs are significantly more likely to withdraw early than public school CDEPP participants ($z = 2.68, p < 0.01$). The comparison of the early withdrawal rate for public school CDEPP participants (8.0%) with the rate for CDEPP participants in private centers (11.9%) also indicated that they differed significantly ($z = 3.05, p < 0.01$).

CDEPP Student Enrollment Data for the 2009-10 School Year

The public school database software is currently being changed from SASI XP to PowerSchool. Because of this transition, Fall 2009 45-day CDEPP enrollment data will not become available until after January 2010, too late for inclusion in this report. Because the school district of Saluda participated in CDEPP for the first time in 2009-10, student enrollment is likely to increase this year.

There was a small increase in the number of students reported by OFS as enrolled in private childcare CDEPP centers in 2009-10. A total of 519 students had enrolled in private CDEPP by December 2009. However, 34 of those students had enrolled and then withdrawn from the program, leaving a total of 485 active students in the private program as of the time of data collection. Compared to the total of 459 active students reported for private programs by the end of 2008-09, there were 26 more students participating in private CDEPP programs during the first quarter of the 2009-10 school year.

Data on the Participation of Four-Year-Olds in Poverty in Publicly-Funded Pre-Kindergarten Programs

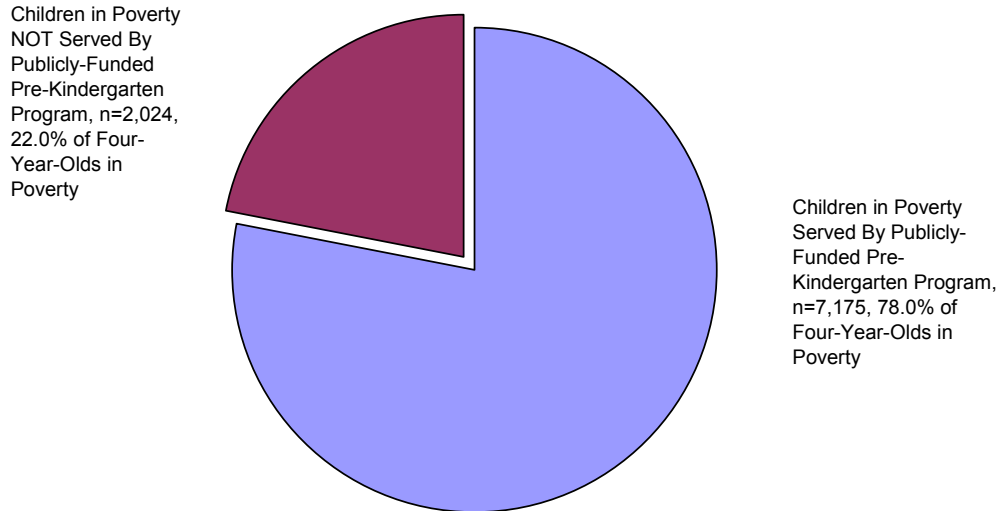
One of the major outcomes expected from CDEPP is that the numbers of 4-year-olds at risk for school failure in the Plaintiff districts who participate in state-funded pre-kindergarten programs will increase because of the availability of the program, thus increasing the numbers of children possessing appropriate readiness skills for success in 5-year-old kindergarten and elementary school. Four-year-old children at risk due to poverty are defined as children eligible for the federal free- or reduced-price lunch program and/or eligible for Medicaid services. Publicly-funded pre-kindergarten programs include full- and half-day public school pre-kindergarten programs, CDEPP classrooms in private child care centers, Head Start, and ABC voucher childcare program attendance for 30 or more hours per week.

Data on enrollments in 2008-09 in publicly-funded pre-kindergarten programs for all districts are listed in Appendix A Tables 1-3. These tables provide information on the estimates of the numbers of children in each district eligible for CDEPP (i.e., students eligible for free- or reduced-price lunch and/or Medicaid services); estimates of the numbers eligible for the free- or reduced-price lunch program; and the numbers of students served in the various publicly-funded programs for 4-year-old students, including public school child development programs, the public school and private provider CDEPP, the ABC Voucher child care program, and Head Start programs. Data all 85 public school districts are listed in Appendix A Table 1, data for the 37 public school districts identified as Plaintiff districts are listed in Appendix A Table 2, and data for the 35 plaintiff districts participating in CDEPP in 2008-09 are listed in Appendix A Table 3. When estimates were made, such as the numbers of four-year-olds living in a school district or the numbers of students in a school district eligible for the free- or reduced-price lunch program, the methodology used is detailed in the earlier EOC report, "Results and Related Recommendations of the Inventory and Study of Four-Year-Old Kindergarten Programs in South Carolina" (March 16, 2006).

The numbers served from the Appendix A tables for the 37 Plaintiff public school districts compared to the numbers served in the 48 remaining non-Plaintiff districts are illustrated in Figures 1 and 2, respectively. The data in Figures 1 and 2 indicate that CDEPP is increasing the number of four-year-olds at-risk due to poverty who are being served in publicly-funded pre-kindergarten programs in the 37 Plaintiff districts.

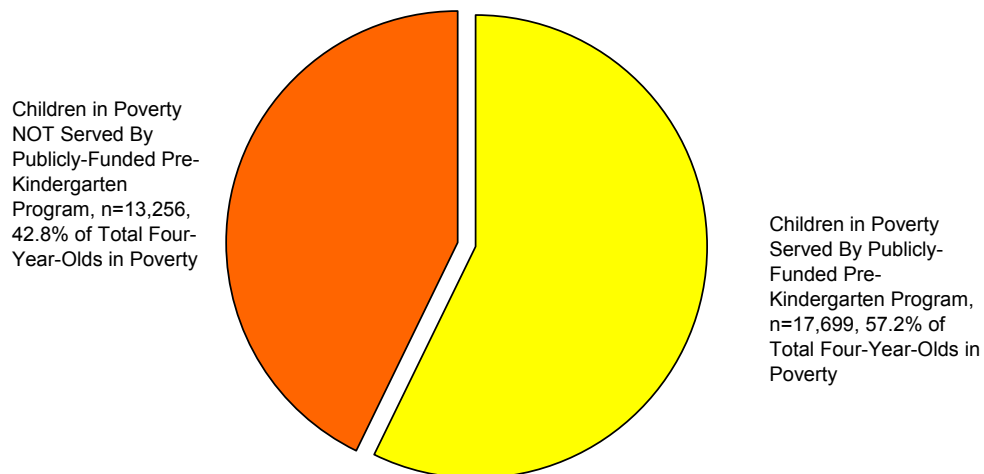
The number and percentage of 4-year-olds at-risk due to poverty in the 37 Plaintiff districts who are being served in a publicly-funded full-day pre-kindergarten program as well as the estimated number in poverty who are not being served are shown in Figure 1. Of the estimated 9,199 four-year-olds in poverty residing in those districts, 7,175, or 78.0%, were served in a publicly-funded full-day pre-kindergarten program in 2008-09, and 2,024, or 22.0%, were not served. This contrasts with the data in Figure 2 from the remaining 48 public school districts which were not eligible to participate in CDEPP, where 17,699 (57.2%) of the 4-year-olds in poverty were served by a publicly-funded full- or half-day pre-kindergarten program, and 13,256 (42.8%) were not served. Finally, the data are combined in Figure 3 to show the number and percentage of the estimated 40,154 students in poverty statewide (in all 85 public school districts) who were served (24,874, or 61.9%) in a publicly-funded full- or half-day pre-kindergarten program, or were not served (15,280, or 38.1%).

Figure 1
Children in Poverty in 37 Plaintiff School Districts Served or Not Served
By Publicly-Funded Pre-Kindergarten Program, 2008-2009 School Year
Estimated Total of 9,199
Four-Year-Olds in Poverty



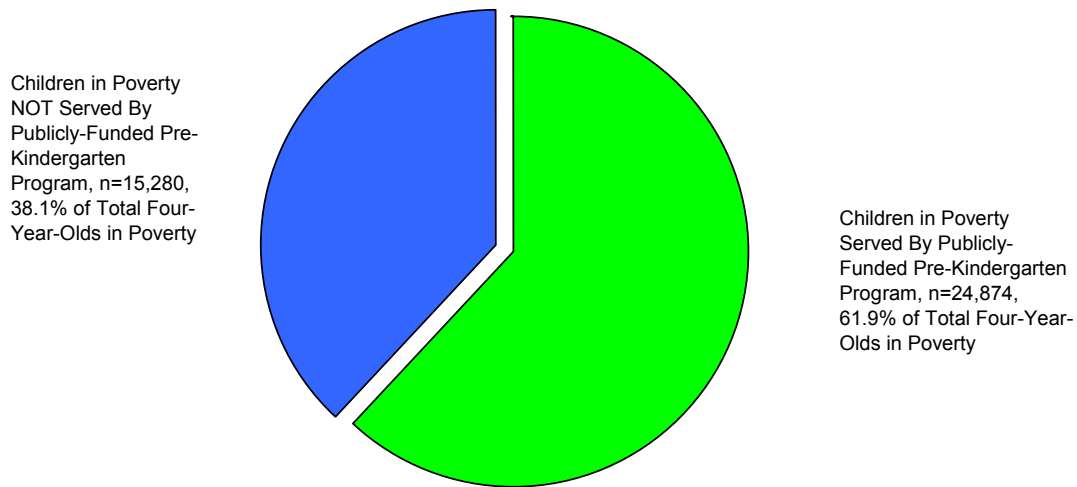
Children in Poverty: Four-Year-Olds Eligible for Federal Free- or Reduced-Price Lunch Program and/or for Medicaid Services. Publicly-Funded Pre-Kindergarten Programs Include Full-Day Public School Programs, CDEPP in Private Child care Centers, ABC Voucher Program for 30 or More Hours Per Week, and Head Start Programs. Data From Students Enrolled on 180th Day of Program.

Figure 2
Children in Poverty in 48 Non-Plaintiff School Districts Served or Not Served
By Publicly-Funded Pre-Kindergarten Program
2008-2009 School Year
Estimated Total of 30,955 Four-Year-Olds in Poverty



Children in Poverty: Four-Year-Olds Eligible for Federal Free- or Reduced-Price Lunch Program and/or for Medicaid Services. Publicly-Funded Pre-Kindergarten Programs Include Full- and Half-Day Public School Programs, CDEPP in Private Child Care Centers, ABC Voucher Program for 30 or More Hours Per Week, and Head Start Programs. Data From Students Enrolled on 180th Day of Program.

Figure 3
Children in Poverty in All 85 School Districts Served or Not Served
By Publicly-Funded Pre-Kindergarten Program 2008-2009 School Year
Estimated Total of 40,154 Four-Year-Olds in Poverty



Children in Poverty: Four-Year-Olds Eligible for Federal Free- or Reduced-Price Lunch Program and/or for Medicaid Services. Publicly-Funded Pre-Kindergarten Programs Include Full- and Half-Day Public School Programs, CDEPP in Private Child Care Centers, ABC Voucher Program for 30 or More Hours Per Week, and Head Start Programs. Data From Students Enrolled on 180th Day of Program.

Projections of Numbers of 4-Year-Old Children By County for Years 2009-10 through 2011-12

Proviso 1.62 to the 2009-10 General Appropriations Act directs the EOC to report recommendations for the creation and implementation of a statewide four-year-old kindergarten for at-risk children. As part of those recommendations, Proviso 1.62 specifies that the report provide anticipated 4-year-old kindergarten enrollment projections where possible for the two years following the January 2010 evaluation report (see Appendix M).

Estimations and projections of the numbers of 4-year-old children by county for the 2008-09, 2009-10, 2010-11, and 2011-12 school years were made by EOC staff. The methodology and data used for making the projections are described in Appendix B. The projections are based on current population trends; unanticipated events such as major economic downturns or other events may change the estimates at both the state and county levels.

The projected numbers of 4-year-olds by county and the changes in the numbers of 4-year-olds by county are listed in Table 7. The change in the projected numbers of 4-year-olds residing in the counties between the 2008-09 and 2011-12 school years is highlighted in Table 6, where the change is listed for each county. The data in Table 7 suggest that the number of 4-year-olds statewide will increase by about 4,032 children, or 6.7%, from the 2008-09 school year (60,605 4-year-olds) to the 2011-12 school year (64,637 4-year-olds). However, the changes over that period of time by county are variable, ranging from a projected decline of 34.1% in Allendale County to an increase of 26.3% in Lancaster County. The data in Table 7 indicate that 13 counties are projected to have declines of 5% or more in their 4-year-old populations between 2008-09 and 2011-12, while 19 counties are projected to increase by 5% or more. Again, while

the poverty index may increase in some counties, these same counties are projected to experience population declines with the net results being a decline in the population of 4-year-olds in poverty.

Table 7
Estimates and Projections of Total Numbers of 4-Year-Olds
2008-09 to 2011-12
By County

County Name	Estimated Total # 4 y. o. in 2008- 09	Pct. Change in Total # 4 y.o. 2008 to 2009	Projected Total # 4 y. o. in 2009- 2010	Pct. Change in Total # 4 y.o. 2009 to 2010	Projected Total # 4 y. o. in 2010- 2011	Pct. Change in Total # 4 y.o. 2010 to 2011	Projected Total # 4 y.o. in 2011- 2012	Pct. Change in Total # 4 y.o. 2011 to 2012	Change in Total # 4 y.o. 2008- 09 to 2011- 2012	Pct. Change in Total # 4 y.o. 2008-09 to 2011-2012
Abbeville County*	291	0.0	291	0.0	291	0.0	291	0.0	0	0.0
Aiken County	1948	2.8	2001	2.7	2054	2.7	2107	2.6	159	8.2
Allendale County*	132	-10.2	117	-11.4	102	-12.8	87	-14.7	-45	-34.1
Anderson County	2401	2.8	2466	2.7	2531	2.6	2596	2.6	195	8.1
Bamberg County*	179	-0.6	178	-0.6	177	-0.6	176	-0.6	-3	-1.7
Barnwell County*	313	-4.9	297	-5.1	281	-5.4	265	-5.7	-48	-15.3
Beaufort County	2292	1.5	2325	1.4	2358	1.4	2391	1.4	99	4.3
Berkeley County*	2531	7.7	2711	7.1	2891	6.6	3071	6.2	540	21.3
Calhoun County	161	-3.0	156	-3.1	151	-3.2	146	-3.3	-15	-9.3
Charleston County	4850	2.4	4962	2.3	5074	2.3	5186	2.2	336	6.9
Cherokee County	680	-0.9	674	-0.9	668	-0.9	662	-0.9	-18	-2.7
Chester County	418	1.7	425	1.7	432	1.7	439	1.6	21	5.0
Chesterfield County*	543	1.9	553	1.8	563	1.8	573	1.8	30	5.5
Clarendon County*	406	-1.5	400	-1.5	394	-1.5	388	-1.5	-18	-4.4
Colleton County	526	1.4	533	1.3	540	1.3	547	1.3	21	4.0
Darlington County	839	-1.8	824	-1.8	809	-1.8	794	-1.9	-45	-5.4
Dillon County*	462	-2.5	450	-2.6	438	-2.7	426	-2.7	-36	-7.8
Dorchester County	1838	3.9	1907	3.8	1976	3.6	2045	3.5	207	11.3
Edgefield County	258	-3.0	250	-3.1	242	-3.2	234	-3.3	-24	-9.3
Fairfield County	291	-3.0	282	-3.1	273	-3.2	264	-3.3	-27	-9.3
Florence County*	1949	-0.9	1932	-0.9	1915	-0.9	1898	-0.9	-51	-2.6
Georgetown County	735	-1.6	723	-1.6	711	-1.7	699	-1.7	-36	-4.9
Greenville County	6313	4.1	6560	3.9	6807	3.8	7054	3.6	741	11.7
Greenwood County	888	1.6	902	1.6	916	1.6	930	1.5	42	4.7
Hampton County*	286	-1.7	281	-1.8	276	-1.8	271	-1.8	-15	-5.2

County Name	Estimated Total # 4 y. o. in 2008- 09	Pct. Change in Total # 4 y.o. 2008 to 2009	Projected Total # 4 y. o. in 2009- 2010	Pct. Change in Total # 4 y.o. 2009 to 2010	Projected Total # 4 y. o. in 2010- 2011	Pct. Change in Total # 4 y.o. 2010 to 2011	Projected Total # 4 y.o. in 2011- 2012	Pct. Change in Total # 4 y.o. 2011 to 2012	Change in Total # 4 y.o. 2008- 09 to 2011- 2012	Pct. Change in Total # 4 y.o. 2008-09 to 2011-2012
Horry County	3302	4.1	3433	4.0	3564	3.8	3695	3.7	393	11.9
Jasper County*	349	2.1	356	2.0	363	2.0	370	1.9	21	6.0
Kershaw County	805	2.0	821	2.0	837	2.0	853	1.9	48	6.0
Lancaster County	948	9.6	1031	8.8	1114	8.1	1197	7.5	249	26.3
Laurens County*	814	1.8	828	1.7	842	1.7	856	1.7	42	5.2
Lee County*	242	-4.4	231	-4.6	220	-4.8	209	-5.0	-33	-13.6
Lexington County*	3426	2.2	3500	2.2	3574	2.1	3648	2.1	222	6.5
Marion County*	449	-4.1	430	-4.2	411	-4.4	392	-4.6	-57	-12.7
Marlboro County*	329	-2.4	321	-2.4	313	-2.5	305	-2.6	-24	-7.3
McCormick County*	78	-1.3	77	-1.3	76	-1.3	75	-1.3	-3	-3.9
Newberry County	523	2.6	536	2.5	549	2.4	562	2.4	39	7.5
Oconee County	848	2.3	867	2.2	886	2.2	905	2.1	57	6.7
Orangeburg County*	1274	-2.2	1246	-2.2	1218	-2.3	1190	-2.3	-84	-6.6
Pickens County	1349	4.3	1405	4.2	1461	4.0	1517	3.8	168	12.5
Richland County	4955	1.6	5033	1.6	5111	1.6	5189	1.5	234	4.7
Saluda County*	244	1.7	248	1.6	252	1.6	256	1.6	12	4.9
Spartanburg County	3757	3.4	3880	3.3	4003	3.2	4126	3.1	369	9.8
Sumter County	1587	-0.4	1580	-0.4	1573	-0.4	1566	-0.5	-21	-1.3
Union County	317	0.6	319	0.6	321	0.6	323	0.6	6	1.9
Williamsburg County*	433	-4.2	414	-4.4	395	-4.6	376	-4.8	-57	-13.2
York County	3046	5.1	3193	4.8	3340	4.6	3487	4.4	441	14.5
State Totals	60605	2.3	61949	2.2	63293	2.2	64637	2.1	4032	6.7
County has <i>decrease</i> of 5% or more										
County has <i>increase</i> of 5% or more										

* County contains one or more of 37 Plaintiff school districts.

* County contains one or more of 37 Plaintiff school districts.

Data Source: US Census population estimates, 2000-2009, Office of Research and Statistics, SC Budget and Control Board

The population projections suggest that, statewide, the numbers of 4-year-olds in South Carolina will increase approximately 6.7% (4,032 more children) to more than 64,000 between now and 2012. The 4-year-old populations in the 20 counties in which at least one of the 37 Plaintiff school districts is located are projected to increase 2.7% (393 more children) during the same time period. Thirteen of these 20 counties are projected to have declines in their 4-year-old populations by 2012.

Projections of Numbers of 4-Year-Old Children Eligible for Federal Free- or Reduced-Price Lunch or Medicaid By County for Years 2008-09 through 2011-12

The projections of the numbers of 4-year-olds at-risk for school failure due to poverty (eligible for the federal free- or reduced-price lunch program and/or for Medicaid services) by county are listed in Table 8 (the methodology used for the projections is described in Appendix B). Allendale County is projected to have the largest decrease in the number of 4-year-olds in poverty, with a decline of 34.6% of 4-year-olds in poverty between 2008-09 and 2011-12. The projected number of 4-year-olds in poverty in Allendale County reflects the changes in the projected population of 4-year-olds in the county, which is projected to decrease by 34.1% by 2011-12. Similarly, Lancaster County is projected to have the largest increase in resident 4-year-olds (26.3%) and the largest increase in the number of 4-year-olds in poverty (25.1%) between 2008-09 and 2011-12. Statewide, an increase of 4.9%, or 1,986 4-year-olds eligible for the federal lunch program and/or Medicaid, is projected to take place by 2011-12. These projections reflect census data through July 2008 and poverty data for 2008-09. The projections reflect the current downturn in the state's economy and may need to be adjusted when the economic recovery takes place.

Table 8
Estimates and Projections of 4 year-olds in Poverty 2008-09 to 2011-12, By County

County Name	Poverty Index 2008-09	Estimated # 4 y.o. in Poverty 2008-09	Projected Poverty Index 2009-10	Projected # 4 y.o. in Poverty 2009-10	Projected Poverty Index 2010-11	Projected # 4 y.o. in Poverty 2010-11	Projected Poverty Index 2011-12	Projected # 4 y.o. in Poverty 2011-12	Change in # 4 y.o. in Poverty 2008- 09 to 2011- 12	Pct.Change in # 4 y.o. in Poverty 2008-09 to 2011-12
Abbeville County*	75.92	221	75.09	218	75.09	219	75.51	220	-1	-0.5
Aiken County	66.76	1300	65.84	1317	65.74	1350	66.25	1396	96	7.4
Allendale County*	96.47	127	95.76	112	95.40	97	95.94	83	-44	-34.6
Anderson County	61.38	1474	60.05	1481	59.86	1515	60.62	1574	100	6.8
Bamberg County*	81.16	145	81.84	146	81.31	144	81.24	143	-2	-1.4
Barnwell County*	79.24	248	78.13	232	78.50	221	78.87	209	-39	-15.7
Beaufort County	62.41	1430	61.61	1432	61.80	1457	62.10	1485	55	3.8
Berkeley County*	68.11	1724	66.53	1804	66.73	1929	67.42	2070	346	20.1
Calhoun County	91.16	147	91.15	142	91.18	138	91.17	133	-14	-9.5
Charleston County	63.15	3063	63.11	3131	63.05	3199	63.10	3272	209	6.8
Cherokee County	74.85	509	72.56	489	72.52	484	73.68	488	-21	-4.1
Chester County	75.72	317	74.83	318	75.01	324	75.36	331	14	4.4
Chesterfield County*	77.47	421	76.09	421	76.02	428	76.75	440	19	4.5
Clarendon County*	85.09	345	84.60	338	84.08	331	84.59	328	-17	-4.9
Colleton County	87.86	462	87.14	464	86.94	469	87.40	478	16	3.5
Darlington County	79.90	670	79.27	653	78.95	639	79.42	631	-39	-5.8
Dillon County*	88.34	408	87.30	393	87.64	384	87.99	375	-33	-8.1
Dorchester County	56.23	1034	54.61	1041	54.38	1074	55.30	1131	97	9.4
Edgefield County	69.77	180	69.50	174	69.37	168	69.57	163	-17	-9.4
Fairfield County	92.15	268	91.91	259	91.59	250	91.87	243	-25	-9.3
Florence County*	74.79	1458	74.45	1438	74.14	1420	74.46	1413	-45	-3.1
Georgetown County	72.51	533	72.28	523	72.70	517	72.61	508	-25	-4.7
Greenville County	56.01	3536	54.57	3579	54.64	3719	55.32	3903	367	10.4
Greenwood County	69.43	617	67.90	612	67.68	620	68.56	638	21	3.4
Hampton County*	83.19	238	81.95	230	82.10	227	82.64	224	-14	-5.9
Horry County	70.20	2318	68.48	2351	68.23	2432	69.22	2557	239	10.3
Jasper County*	91.88	321	92.42	329	92.59	336	92.23	341	20	6.2

County Name	Poverty Index 2008-09	Estimated # 4 y.o. in Poverty 2008-09	Projected Poverty Index 2009-10	Projected # 4 y.o. in Poverty 2009-10	Projected Poverty Index 2010-11	Projected # 4 y.o. in Poverty 2010-11	Projected Poverty Index 2011-12	Projected # 4 y.o. in Poverty 2011-12	Change in # 4 y.o. in Poverty 2008- 09 to 2011- 12	Pct.Change in # 4 y.o. in Poverty 2008-09 to 2011-12
Kershaw County	64.61	520	63.36	520	63.06	528	63.84	545	25	4.8
Lancaster County	64.23	609	63.40	654	63.16	704	63.69	762	153	25.1
Laurens County*	77.16	628	75.95	629	75.85	639	76.50	655	27	4.3
Lee County*	96.30	233	96.59	223	96.18	212	96.24	201	-32	-13.7
Lexington County*	50.89	1743	49.78	1742	49.84	1781	50.36	1837	94	5.4
Marion County*	91.30	410	90.77	390	90.80	373	91.05	357	-53	-12.9
Marlboro County*	91.74	302	91.65	294	91.36	286	91.55	279	-23	-7.6
McCormick County*	89.72	70	89.36	69	89.40	68	89.56	67	-3	-4.3
Newberry County	73.99	387	72.94	391	72.96	401	73.48	413	26	6.7
Oconee County	67.21	570	65.69	570	65.73	582	66.47	602	32	5.6
Orangeburg County*	88.43	1127	87.89	1095	87.72	1068	88.07	1048	-79	-7.0
Pickens County	58.62	791	56.99	801	57.17	835	57.89	878	87	11.0
Richland County	65.71	3256	65.10	3276	65.04	3324	65.37	3392	136	4.2
Saluda County*	75.91	185	75.53	187	75.49	190	75.70	194	9	4.9
Spartanburg County	64.65	2429	63.17	2451	63.06	2524	63.86	2635	206	8.5
Sumter County	78.35	1243	77.43	1223	77.41	1218	77.88	1220	-23	-1.9
Union County	77.08	244	75.65	241	75.36	242	76.22	246	2	0.8
Williamsburg County*	95.93	415	95.47	395	95.44	377	95.68	360	-55	-13.3
York County	48.48	1477	47.49	1516	47.34	1581	47.91	1671	194	13.1
State Totals		40153		40294		41024		42139	1986	4.9
County has decrease of 5% or more										
County has increase of 5% or more										

Poverty Index=Percentage of students eligible for Federal free- or reduced-price lunch program and/or eligible for Medicaid.

* County contains one or more of 37 Plaintiff districts.

Findings

More than three-fourths (78.0%) of 4-year-olds at-risk for school failure due to poverty are being served with a publicly-funded pre-kindergarten program in school districts implementing CDEPP. This contrasts with the remaining 48 school districts, where just over one-half (57.2%) of the 4-year-olds at-risk due to poverty are being served with a publicly-funded program. CDEPP has been successful in attracting parents and providers to serve this high-risk population in the Plaintiff school districts, and serves as a model for expansion to the remaining districts.

CDEPP provides a model for public-private partnerships to serve educationally at-risk children. The program expanded extensively in 2007-08 compared to the initial pilot year in 2006-07; however, expansion in 2008-09 was limited. Only 44 additional CDEPP students were served in public school programs and only 40 additional students were served by private providers. The number of private providers serving 5 or fewer CDEPP students was reduced in 2008-09, from 15 providers in 2007-08 to 6 providers in 2008-09, suggesting that private providers are moving to accept CDEPP and consolidating it into their instructional programs.

Students benefit most from an educational program if the program is well implemented and the student participates in all program activities across the 180-day school year. Thus it is of interest to follow up on the extent to which CDEPP participants attend the full 180-day program. The analysis of public school students' late entry into CDEPP and early withdrawal from it suggests that as many as one of ten CDEPP participants enroll in the program 10 or more days after the program starts, and nearly one of twelve participants withdraw from the program before the end of the school year (180th day). While data on late entry to CDEPP in private centers are not available, nearly one of eight CDEPP participants in the private program withdraws early. While the late entrance and early withdrawal of CDEPP students severely restricts the educational progress of the students who do not experience the full-year program, it also can disrupt the instructional activities in CDEPP classrooms as teachers attempt to integrate and assist new students entering in mid-year to "catch up" with their classmates.

Projections of the numbers of 4-year-olds and the numbers of 4-year-olds at-risk of school failure due to poverty (e.g., those eligible for the federal free- or reduced-price lunch program and/or Medicaid) by county through 2011-12 indicate that the overall number of 4-year-olds is projected to increase by 6.7% by 2012 and the percentage of 4-year-olds at-risk due to poverty is projected to increase by 4.9%. Nineteen counties will experience increases of 5% or more in the numbers of 4-year-olds by 2012, while 13 counties will experience 5% or greater decreases during this period. The number of at-risk 4-year-olds due to poverty is projected to increase 5% or more by 2012 in 15 counties, while the number of at-risk 4-year-olds is projected to decrease by 5% or greater in 13 counties.

Although OFS and SCDE have made extensive efforts to improve the data collection process, problems remain with the completeness and accuracy of the data needed both to administer and to evaluate the program.

Section IV Financial Analysis

The following is a financial analysis of the Child Development Education Pilot Program (CDEPP) for Fiscal Year 2008-09 as administered by the Office of First Steps to School Readiness (OFS) in private centers and by the South Carolina Department of Education (SCDE) in public schools. The information is based upon data provided to the EOC by OFS, SCDE and the Office of the Comptroller General. Where applicable, information from prior fiscal years and from prior evaluations of the program is included.

Reimbursement Rates

According to Proviso 1.64. of the 2008-09 General Appropriations Act, the General Assembly increased by 4.12% the reimbursement rate for instruction in the third year of the pilot program. All other reimbursement rates were unchanged (Table 1).

**Table 1
History of Reimbursement Rates**

	FY 2008-09	FY 2007-08	FY 2006-07
Instruction	\$4,093 per child	\$3,931 per child	\$3,077 per child
Transportation			
Public Providers	\$185 per child	\$185 per child	\$185 per child
Private Providers	\$550 per child	\$550 per child	\$185 per child
Supplies and Materials			
New Classrooms	Up to \$10,000 per classroom	Up to \$10,000 per classroom	Up to \$10,000 per classroom
Existing Classrooms	Up to \$2,500 per classroom	Up to \$2,500 per classroom	N/A

In 2008-09, there were three separate mini codes or accounts that OFS and SCDE used to pay for services and administration for CDEPP. OFS used mini code 8823. SCDE used mini codes 9125, 8414 and a portion of 8823. Monies in these accounts were authorized by provisos 1.73. and 90.13. of the 2008-09 General Appropriations Act. Appendix C reflects all CDEPP expenditures.

Office of First Steps to School Readiness

Program Budget: Payments for CDEPP services provided in private centers in Fiscal Year 2008-09 were nonrecurring state funds and cash balances at the local county First Steps partnerships from the prior fiscal year. As documented in the prior year's CDEPP evaluation, there was a *projected* \$227,999 in unexpended monies transferred from OFS to county partnerships in the prior year but not expended on CDEPP services.² In evaluating the data, the actual amount of cash balance on hand was likely \$239,526. In addition, proviso 1.73. of the 2008-09 General Appropriations Act authorized the carry forward of \$3.2 million in unexpended

² "Implementation & Expansion of the Child Development Education Pilot Program (CDEPP,) South Carolina Education Oversight Committee, January 1, 2009, page 27, Table 4.

CDEPP funds to OFS for the provision of CDEPP services in 2008-09. As documented in Table 2, OFS had a total program budget of \$3,439,527.

Table 2
CDEPP Budget: Private Centers

	FY2008-09	FY 2007-08	FY 2006-07
Carry Forward CDEPP Funds from OFS	\$3,200,000.00	\$7,858,576.00	\$7,858,576.00
Surplus Funds on Hand at County First Steps Partnerships (regional finance manager system)	\$239,526.99	\$139,892.52	
TOTAL:	\$3,439,526.99	\$7,998,468.52	\$7,858,576.00

As in prior years, invoices were not directly paid to private providers from the state Office of First Steps. Instead, private providers submitted invoices to County First Steps Partnerships for reimbursement for services based on weekly enrollments of CDEPP-eligible children served. Every two weeks the County First Steps Partnerships processed the invoices and issued checks through the agency's regional finance manager (RFM) system. To offset a portion of the administrative cost of processing the reimbursements, the state Office of First Steps reimbursed the county partnerships for this service. The partnerships were allocated \$100 per participating provider; \$250 per county; and \$63 per child enrolled in the program.

Expenditures for Program Services: Based on the Comptroller General's monthly expenditure reports, OFS expended \$2.9 million for CDEPP in FY2008-09 (Table 3). Expenditures were paid from funds in mini code 8823. According to the Comptroller General's "Analysis of Expenditures by Minor Object Code for Month 13," a total of \$2,382,096.74 was allocated to County First Steps Partnerships in 2008-09 for CDEPP services. OFS provided documentation to the evaluation team that \$2.1 million for CDEPP services were allocated to the county First Steps partnerships. The Office of First Steps informed the evaluation team that the difference, totaling \$240,266.95, was the result of two transactions that "were mistakenly charged to 8823 mini code."³ OFS has contacted the Comptroller General's Office to correct the entries. The evaluation team had no information to determine what these funds were expended on, only a statement from OFS that the funds were not expended on CDEPP.

Table 3
FY 2008-09 CDEPP Expenditures, Mini Code 8823

Object Code	Description	OFS	SCDE
100	Personal Service	\$298,042.17	
200	Contractual Services	\$142,210.26	\$4,382.41
300	Supplies and Materials	\$21,916.56	
400	Fixed Charges & Rent	\$3,956.54	
500	Travel	\$7,580.95	
1300	Employer Contributions	\$73,513.77	
1700	Allocation Entities	\$2,382,096.74	\$1,247,302.23
Total		\$2,929,316.99	\$1,251,684.64

³ Email from Russell Brown to Melanie Barton, December 1, 2009.

Information provided to the evaluation team by OFS documented a total of \$2,064,045.79 in invoices paid for direct services to children enrolled in CDEPP in private centers in Fiscal Year 2008-09 (Appendix D). Table 4 summarizes the information to reflect the expenditure of funds for instruction, materials and supplies, transportation, and administration. Unlike previous years, OFS allocated to the county partnerships funds for the fiscal management and processing of invoices for FY08 and FY09 in Fiscal Year 2008-09. Previously, the payments had been split over two fiscal years. And, OFS documented a cash balance at the county partnerships of \$31,640. According to OFS, this cash balance will be used for direct service reimbursements in Fiscal Year 2009-10.

Table 4
CDEPP Program Expenditures: Private Centers

	FY2008-09	FY 2007-08	FY 2006-07
Balance on Hand	\$239,526.99	\$139,892.52	\$0
TOTAL ALLOCATIONS TO PARTNERSHIPS⁴	\$2,382,096.74	\$2,015,300.00	\$1,406,840.00
Less: \$240,265.95 in Question	\$2,141,830.79		
Total Invoices for:			
<u>Direct Services to Children</u>			
Instruction	\$1,785,179.96	\$1,554,192.09	\$819,058.45
Materials and Supplies	\$150,662.21	\$253,144.92	\$372,600.08
Transportation	<u>\$90,203.62</u>	<u>\$95,596.75</u>	<u>\$14,269.05</u>
Total:	\$2,026,045.79	\$1,902,933.76	\$1,205,927.58
Administration/Fiscal Management			
County Partnerships 07		\$24,260.00	\$28,967.00
County Partnerships 08	\$42,664.00		
County Partnerships 09	\$41,481.00		
TOTAL CDEPP Invoices:	\$2,110,190.79	\$1,927,193.76	\$1,234,894.58
Balance on Hand at County Partnerships	\$31,640.00	\$227,998.76	\$139,892.52

Based on information provided by OFS, Table 5 reflects CDEPP services funded in FY09. The total number of full-time equivalent students served increased by 10% over the prior year. The term "full-time equivalent" is defined as the total amount of reimbursements for instructional services divided by the maximum reimbursement rate.

Table 5
CDEPP Services: Private Centers Receiving CDEPP Funds in 2007-08 and 2006-07

Services to Children	FY2008-09	FY 2007-08	FY 2006-07
Private Providers Participating and Receiving Compensation	44	48	40
CDEPP Children Receiving Instruction:			
Full-Time Equivalents	436	395	266

⁴ Comptroller General's Office, Total of funds allocated per 1700 object code less

Services to Children	FY2008-09	FY 2007-08	FY 2006-07
Total Served	530	482	354
Total Classrooms	45	51	42
New	7	20	42
Existing	38	31	N/A
Children Transported	201	204	45

Based on Appendix D, Table 6 was created to illustrate the distribution of CDEPP children across private childcare centers. While the total number of private providers participating in CDEPP declined from 48 to 44 in 2008-09, the percentage of centers enrolling more than 16 children increased from 14% in 2007-08 to 32% in 2008-09. Similarly, the mean or average number of CDEPP children served in a private center increased from 9.3 to 11.8 in 2008-09. The data demonstrate that the number of CDEPP children served in private centers increased as did the average class size.

Table 6
CDEPP Children Served in Private Centers

Number of Verified CDEPP Children In Private Center	Number of Private Providers 2008-09	Number of Private Providers 2007-08
1	0 (0%)	2 (4%)
2 to 5	6 (14%)	8 (17%)
6 to 10	15 (34%)	22 (46%)
11 to 15	9 (20%)	9 (19%)
16 to 20	10 (23%)	3 (6%)
21 to 25	3 (7%)	2 (4%)
26 to 30	1 (2%)	0 (0%)
31 to 35	0 (0%)	1 (2%)
More than 36	0 (0%)	1 (2%)
TOTAL:	44	48
Mean	11.8	9.3
Median	10.5	8.0
Mode	7.0	6.0
Minimum	2.0	1.0
Maximum	30.0	22.0

OFS also reported to the evaluation team the number of children participating in wrap-around services in the CDEPP centers. According to OFS, in 42 of the 44 CDEPP private centers, 244 children attended wrap-around services. The data may reflect CDEPP and non-CDEPP children. For example, OFS reported that one center had three verified CDEPP children, but for the same center, OFS reported that four children received wrap-around services, which may reflect an error in data entry. (Appendix E)

Expenditures for Administrative Costs: According to the Comptroller General's Office, OFS expended \$547,220.25 in 2008-09 from CDEPP appropriations for direct administrative costs

related to CDEPP (Table 7).⁵ OFS provided to the evaluation team a breakdown of the administrative costs documenting that \$426,412 or 78% of all administrative costs were expended for staff and activities related exclusively to the monitoring and technical assistance functions. With 530 verified students participating in CDEPP in 2008-09, the cost per child of the monitoring and technical assistance equates to \$805 per child.

In comparing administrative costs over time, total administrative costs in Fiscal Year 2008-09 increased by 15% over the prior fiscal year. A comparison of the administrative costs incurred in FY2008-09 with those incurred in the prior fiscal year yields the following observations:

- Expenditures for personal service and employer contributions increased by 42%.
- Expenditures for contractual services increased by 19%.
- Expenditures for travel declined by 83%.
- Expenditures for supplies and materials declined by 57%.

Table 7
Direct and Indirect Administrative Costs Incurred at State Office of First Steps ⁶

Object Code	Description	FY2008-09	FY 2007-08	FY 2006-07
100	Personal Service	\$298,042.17	\$213,036.27	\$125,406.94
200	Contractual Services	\$142,210.26	\$119,485.32	\$91,621.06
300	Supplies and Materials	\$21,916.56	\$50,538.19	\$34,184.75
400	Fixed Charges & Rent	\$3,956.54	\$1,278.00	\$1,305.00
500	Travel	\$7,580.95	\$43,590.57	36,434.59
1300	Employer Contributions	\$73,513.77	\$49,470.35	\$17,466.75
Total Direct:		\$547,220.25	\$477,398.70	\$306,419.09
Indirect Administrative Costs:	Salaries, Employer Contributions & Contractual Services	\$0	\$0	\$113,283.00
TOTAL Administrative Costs:		\$547,220.25	\$477,398.70	\$419,702.09

Table 8 summarizes the financial data as provided by OFS and the Comptroller General's Office.

Table 8
Summary of CDEPP: Private Centers

Revenues:	FY2008-09	FY2007-08	FY2006-07
Nonrecurring Appropriations to CDEPP	\$0.00	\$7,858,576.00	\$7,858,576.00
Carry Forward CDEPP Funds	\$3,200,000.00	\$0.00	\$0.00
Balance on Hand at Partnerships	\$239,526.99	\$139,892.52	
Reallocation of 0 to 3 Nonrecurring Funds for CDEPP	\$0.00	\$1,789,342.70	\$0.00
TOTAL Revenues:	\$3,439,526.99	\$9,787,811.22	\$7,858,576.00

⁵ This figure excludes \$4,382.41 in expenditures for contractual services which were paid for out of minicode 8823 by the South Carolina Department of Education for administration of CDEPP.

⁶ In Fiscal Year 2008-09 administrative costs paid for from mini code 8823. In Fiscal Year 2007-08, paid for from mini code 8420, 8421 and 8823.

Expenditures:	FY2008-09	FY2007-08	FY2006-07
Direct Services to Children	\$2,026,045.79	\$1,902,933.76	\$1,377,873.00
Administrative Costs:			
State Office of First Steps	\$547,220.25	\$477,398.70	\$306,419.09
County First Steps Partnerships			
FY 07 Fiscal Management		\$24,260.00	\$28,967.00
FY 08 Fiscal Management	\$41,481		
FY 09 Fiscal Management	\$42,664		
TOTAL Expenditures:	\$2,657,411.04	\$2,404,592.46	\$1,713,259.09
Balance Carried Forward to CDEPP		\$7,155,200.00	\$6,145,316.91
Balance Carried Forward to OFS for CDEPP	\$510,209.00		
Balance on Hand at Local OFS Partnerships for CDEPP	\$31,640.00	\$227,998.76	\$139,892.52
Mini code 8823 Funds in Question	\$240,266.95		

South Carolina Department of Education

Program Budget: SCDE began Fiscal Year 2008-09 with authorization to expend approximately \$19.6 million in non-recurring funds for CDEPP, a 14% increase in total funding for CDEPP services in public schools. Table 9 below documents the sources of the funding. SCDE had a direct appropriation of \$15,774,750 in non-recurring funds and monies carried forward from the prior fiscal year totaling \$3,845,554.24 of which \$3.7 million were from unexpended CDEPP funds originally allocated to provide services to children enrolled in private centers. Proviso 1.64. of the 2008-09 General Appropriations Act stated that “unexpended funds from the prior fiscal year for this program shall be carried forward and shall remain in the program.”

Table 9
CDEPP Budget: Public Schools

	FY 2008-09	FY 2007-08	FY 2006-07
Original Appropriation – Supplemental Funds	\$15,774,750.00	\$9,294,497.00	\$15,717,104.00
Carry Forward CDEPP Funds from SCDE	\$177,084.24	\$4,526,107.63	
Carry Forward CDEPP Funds from OFS	\$3,668,470.00	\$2,145,316.91	
SCDE’s 10% Carryover Allocation		\$1,200,000.00	
Transfer of funds to CDEPP from Other Accounts	\$807.75		
Total Available for CDEPP	\$19,621,111.99	\$17,165,921.54	\$15,717,104.00

Expenditures for Program Services: According to SCDE and confirmed by the Comptroller General’s records, school districts were reimbursed a total of \$16.7 million for CDEPP. Appendix F documents the payment to school districts by CDEPP function: instruction, supplies & materials, transportation and professional development.

Rather than providing professional development to school districts or paying directly for the cost of conference fees, SCDE allocated directly to districts \$800 per classroom for costs related to professional development services for the lead teacher and for the teacher's aid. Unlike previous years, CDEPP districts were required to register for and pay directly for the costs related to professional development including, but not limited to registration fees, travel and substitute pay.

As in the prior year, SCDE retained an additional \$286,750 in CDEPP allocations for the provision of bus service to children in all CDEPP districts except for Florence 2. Florence School District Two continued to participate in a collaborative arrangement with Head Start to provide transportation to CDEPP-eligible children attending CDEPP programs in the district.

Table 10 below summarizes the expenditures for services to children enrolled in CDEPP across the past three fiscal years. In Fiscal Year 2008-09 SCDE did recoup a refund from Clarendon 3 in the amount of \$2,500 for overpayment of funds in the prior fiscal year for supplies and materials. As in prior years, SCDE also continued to allocate \$15,000 to the Pee Dee Consortium to hire a consultant to work with CDEPP districts in the Pee Dee. Because no additional districts chose to participate in 2008-09, there were no "new" classrooms to fund even though some school districts did chose to move classrooms between schools based on enrollment trends.

Table 10
CDEPP Program Expenditures: Public Schools

<u>Direct Services to Children:</u>	FY2008-09	FY 2007-08	FY 2006-07
Instruction	\$15,946,172.17	\$14,911,759.92	\$9,021,764.00
Materials and Supplies			
New Classrooms	\$0.00	\$981,355.52	\$1,607,999.44
Existing Classrooms	\$588,000.00	\$245,601.99	
Transportation			\$245,865.00
Retained by SCDE	\$286,750.00	\$313,205.00	
Florence 2 Transportation	\$10,730.00	\$10,545.00	
Subtotal:	\$16,831,652.17	\$16,462,467.43	\$10,875,628.44
<u>Indirect Services/Administration:</u>			
Registration fees to professional development conferences, substitute pay, travel, and Pee Dee Education Consortium	\$15,000.00	\$248,104.56	\$219,060.40
Refund Clarendon 3	(\$2,500.00)		
Professional Development Allocation to Districts	\$190,400.00		
TOTAL:	\$17,034,552.17	\$16,710,571.99	\$11,094,688.84

The funds expended for CDEPP in public schools provided the following services in the three pilot years. The term "full-time equivalent" is defined as the total amount of reimbursements for instructional services divided by the maximum reimbursement rate. Table 11 documents that the number of full-time equivalents served in Fiscal Year 2008-09 increased by 3% above the prior year.

Table 11
CDEPP Services: Public Schools, FY2006-07 through FY 2008-09

Services to Children	FY 2008-09	FY 2007-08	FY 2006-07
School Districts Participating ⁷	35	35	29
Children Receiving Instruction:			
Full-Time Equivalents	3,896	3,793	2,932
Total Classrooms:	238	241	164
New	0	77	164
Existing	238	164	N/A
Children Transported	1,550	1,693	1,329

In 238 classrooms across 35 school districts in 2008-09 there were a total of 3,896 full-time equivalent CDEPP-eligible students funded. Statewide, in 2008-09 there was an average of 16.4 CDEPP-eligible children in each classroom as compared to 17.1 last year. Comparing the average class size by district, the mean for all districts was 16.0 CDEPP-eligible children per classroom as compared to 17.0 last year. Looking at the distribution, twenty-three or two-thirds of the 35 school districts had an average class size of 15 or more in 2008-09. Comparing the two years, the minimum class size did increase from 8.3 to 10.0 students (Table 12).

Table 12
CDEPP Class Sizes in Public Schools

	2008-09	2007-08
Mean	16.0	17.0
Median	16.4	17.0
Minimum	10.0	8.3
Maximum	21.5	21.5

Expenditures for Administrative Costs: As in prior fiscal years, a portion of the funds appropriated for CDEPP were retained by the South Carolina Department of Education for program administration. According to the Comptroller General's records, approximately \$169,774.41 was expended by the agency for the direct administration of CDEPP in the public schools in Fiscal Year 2008-09 or 39% less than in the prior fiscal year. These costs were paid for with CDEPP appropriations. Table 13 documents that direct administrative costs decreased while indirect costs increased. Indirect costs reflect the cost of salaries and fringe benefits paid to nine employees at SCDE who spent a percentage of their time administering CDEPP. These nine employees expended between 2% and 90% of their time on CDEPP. The portion of their salaries attributable to CDEPP was not paid for with CDEPP appropriations but through other administrative funds in the agency. These costs are defined as indirect costs. The net effect was an increase in total administrative costs of 5.2%.

⁷ Barnwell 45 and Saluda did not participate in CDEPP in 2008-09; however, Saluda is participating in 2009-10.

Table 13
Direct and Indirect Administrative Costs Incurred at SCDE

Object Code	Description	FY2008-09	FY 2007-08 ⁸	FY 2006-07
100	Personal Service			
200	Contractual Services	\$149,974.50	\$255,128.26	\$87,439.16
300	Supplies and Materials	\$9,388.93	\$17,443.34	\$272.45
400	Fixed Charges & Rent			\$8,585.92
500	Travel	\$10,410.98	\$5,693.71	
1300	Employer Contributions			
Total Direct:		\$169,774.41	\$278,265.31	\$96,297.53
Indirect Costs:	Salaries	\$289,865.00	\$158,689.00	\$429,050.00
TOTAL		\$459,639.41	\$436,954.31	\$525,347.53

Based upon Table 14, over three years SCDE has expended an average of \$474,000 per year for administrative costs related to CDEPP. Using the total number of classrooms and full-time equivalents served in 2008-09, state administrative costs have averaged \$112 per child or \$1,992 per classroom.

Table 14 summarizes the revenues and expenditure of funds by SCDE for CDEPP in Fiscal Years 2006-07 through 2008-09.

Table 14
Summary of CDEPP: Public Schools

Revenues for CDEPP:	FY 2008-09		FY 2007-08		FY 2006-07	
Nonrecurring Appropriations	\$15,774,750.00		\$9,294,497.00		\$15,717,104.00	
Carry Forward Funds from SCDE	\$177,084.24		\$7,871,424.54			
Carry Forward Funds from OFS	\$3,668,470.00					
Transfer to CDEPP	\$807.75					
TOTAL Revenues:	\$19,621,111.99		\$17,165,921.54		\$15,717,104.00	
Expenditures (% of Expenditures):						
Direct Services to Children	\$16,831,652.17	97.8%	\$16,462,467.43	96.9%	\$10,875,628.44	97.2%
Administration						
Allocation to Districts	\$202,900.00	1.2%	\$248,104.56	1.5%	\$219,060.40	2.0%
SCDE ⁹	\$168,774.41	1.0%	\$278,265.31	1.6%	\$96,307.53	0.9%

⁸ Paid from minicodes 8420, 8421 and 8823

⁹ An additional \$289,865 in indirect costs was incurred by SCDE.

TOTAL Expenditures	\$17,203,326.58		\$16,988,837.30		\$11,190,996.37	
Balance of Funds	\$2,417,785.41	12.3%	\$177,084.24	1.0%	\$4,526,107.63	28.8%
(% of Revenues)						

Fiscal Year 2009-10

CDEPP continues to be funded in the current year but with significant changes. The General Assembly appropriated recurring funds for the program as administered in both public schools and private child care centers. OFS was appropriated \$2.4 million in recurring general funds for CDEPP in addition to retaining a carry forward of \$501,209. SCDE was appropriated \$17.3 million in recurring general funds in addition to retaining \$2.4 million in carry forward monies. The reimbursements rates remained unchanged.

In response to the prior year's CDEPP evaluation, the General Assembly also amended the CDEPP proviso, 1.62. of the 2009-10 General Appropriations Act, regarding the funding of new CDEPP classrooms. Beginning in Fiscal Year 2009-10, providers enrolling between one and six eligible CDEPP children are eligible to receive up to \$1,000 per child in materials and equipment grant funding for new classrooms with providers enrolling seven or more CDEPP eligible children to receive grants not exceeding \$10,000. In addition, Proviso 1.62. states that "providers receiving equipment grants are expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years will require the provider to return a portion of the equipment allocation at a level determined by the Department of Education and the Office of First Steps to School Readiness." These changes should maximize the state's investment in the program.

Findings

1. The number of full-time equivalent students funded in 2008-09 increased by 10% in private CDEPP centers and by 3% in public schools.
2. Total direct and indirect costs of administering CDEPP increased by 15% at the Office of First Steps to School Readiness and by 5% at the South Carolina Department of Education.
3. OFS carried forward \$501,209 in funds to provide CDEPP services in FY2009-10 while the SCDE carried forward \$2.4 million in funds to provide CDEPP services in FY2009-10.
4. The average number of CDEPP eligible students in a CDEPP classroom in the public schools was 16 in 2008-09, down from 17 in 2007-08. The mean number of CDEPP eligible students in a CDEPP classroom in private child care centers was 11.8 in 2008-09, up from 9.3 in 2007-08.
5. Two transactions that were unrelated to the implementation of CDEPP and that totaled approximately \$240,266.95 were mistakenly paid for with CDEPP funds by the Office of First Steps. OFS is working with the Comptroller General's Office to correct the mistake.

Table 15 summarizes the Fiscal Year 2008-09 expenditures for both OFS and SCDE.

Table 15
CDEPP Expenditures, Fiscal Year 2008-09

	OFS	SCDE
Appropriations & Carry Forward Monies	\$3,439,526.99	\$19,621,111.99
Services to Children		
Instruction	\$1,785,179.96	\$15,946,172.17
Transportation	\$90,203.62	\$297,480
Supplies and Materials	<u>\$150,662.21</u>	<u>\$588,000.00</u>
Subtotal:	\$2,026,045.79	\$16,831,652.17
Administration		
State ¹⁰	\$547,220.25	\$169,774.41
First Steps County Partnerships	\$84,145.00	
School Districts (training, substitute pay, etc.)	<u>0.00</u>	<u>\$202,900</u>
Subtotal:	\$631,365.25	\$372,674.41
Program Outcomes		
Providers (Districts/Centers)	44	35
Children		
Total Funded	530	
Full-time Equivalents Funded	436	3,896
Classrooms	45	238
Children Transported	201	1,550
Balance Carried Forward for CDEPP FY10	\$510,209.00	\$2,417,785.41
Balance on Hand at County Partnerships	\$31,640.00	
Mini code 8823 Funds in Question	\$240,266.95	

Recommendations

1. The recurring funds for CDEPP should be moved from the general fund to the Education Improvement Act (EIA) fund and other funds in the EIA moved to the general fund. Because EIA revenues already support half-day programs for at-risk four-year-olds, funding CDEPP using EIA revenues would be consistent with prior legislative action. As the program expands, funds for the half-day program could be reallocated to a full-day program as well. Additional consolidation is also recommended by increasing the per child reimbursement rate by \$125 to cover the cost of supplies and materials while deleting the \$2,500 allocation per classroom.

2. If the state is to expand aggressively CDEPP to eligible children in other districts and counties of South Carolina, administrative cost savings must occur. Professional development should be consolidated and coordinated between both public and private centers with individuals, County First Steps Partnerships and school officials working together to provide quality technical assistance. Individuals providing technical assistance and monitoring need to be as accessible as possible to the providers to develop local capacity and to be accessible.

3. If CDEPP expands statewide in the future, state administration of the financial management system by which schools and private child care centers are reimbursed will have to be increased. Prior to such expansion, the evaluation team recommends that the current financial

¹⁰ An additional \$289,865 in indirect costs related to existing staff at SCDE absorbed by SCDE.

management system be evaluated by an external financial consultant to determine the strengths and weaknesses of the current system, to recommend ways to increase the cost-efficiency and effectiveness of the current system, and to determine how the current system could be scaled up for statewide implementation of CDEPP.

Section V
Analysis of DIAL-3 Developmental Assessment Results
Participants in South Carolina Four-Year-Old Kindergarten Programs
2008-2009 School Year

As stated by the South Carolina State Department of Education (SCDE) admission regulations, children who are at least 4 years old, but no older than 6 years¹¹ are at the required age to attend preschool. To gauge development, students attend preschool programs across the state are assessed with the Developmental Indicators for the Assessment of Learning, Third Edition (DIAL-3) at least once during their preschool year. The DIAL-3 is not a readiness test, but is a developmental test, which may be used to screen children for potential developmental delays (DIAL technical manual, p. 6). The majority of preschoolers take the DIAL-3 before they begin formal schooling --typically testing occurs before the school year starts. In this sense, the DIAL-3 scores serve as an initial measure to provide information about students' skills before preschool enrollment. Further, the results may be useful for identifying children who need more intensive diagnostic assessment or who are at risk for developmental problems.

The DIAL-3 measures preschoolers' skills across three main performance areas: (1) motor, (2) concepts, and (3) language skills. The form is administered to each child individually, usually by the school personnel (ie, classroom aid or instructor). As stated in the DIAL-3 technical manual, "items in the Motor skills area are relevant for learning to write; items in the Concept area are relevant for learning arithmetic; and items in the Language area are relevant for learning to read" (p. 1). For each of the skills areas, a subscale score is provided and the raw scores from the DIAL-3 are converted into percentile ranks. Percentile ranks range from 1 to 99 and may be used to compare a students' performance to the age appropriate developmental norms. The analysis of DIAL-3 scores obtained for children at the time they enter a program provides an indicator of their developmental status and needs when they entered preschool. DIAL-3 pretest scores of CDEPP participants and non-participants will be used in the evaluation of CDEPP as a baseline measure of student performance for the longitudinal study of the relationship between CDEPP participation and later academic achievement in elementary school. Additionally, comparisons were made between this year's evaluation results and CDEPP DIAL-3 results from the past two evaluation reports.

The South Carolina State Department of Education (SCDE) and the Office of First Steps to School Readiness (OFS) provided the DIAL-3 scores of students attending public and private preschool programs, respectively. These scores were analyzed for this evaluation report. The purpose of these analyses is to determine how the DIAL-3 scores of children enrolled in the Child Development Education Pilot Program (CDEPP) differed from the scores of other students attending state-funded preschools across the state when both groups of students entered programs.

A subset of the preschoolers was also given the DIAL-3 at the end of the school year to examine changes in students' skills over the course of the academic year. However, since DIAL-3 posttest scores were available for fewer than 15% of the total sample of students with DIAL-3 pretest scores, the study of change from pretest to posttest was not performed because the sample size was judged to be too small to be representative of the population. Although DIAL-3 posttest data were requested from participating school districts, many districts did not administer the posttests. District and school administrators indicated that, since the DIAL-3 is individually administered to students, sufficient resources were not available to pull individual

¹¹ Students may be admitted to preschool after the age of 6 years if they suffer from a known disability.

children from their preschool classes for testing while at the same time maintaining the instructional program for the remaining students. Testing problems are generally not an issue with the pretest DIAL-3 assessment because most students are individually assessed during the late spring and summer prior to their August or September entrance in preschool. Some administrators also questioned whether the practice of using screening test results for pretest-posttest comparisons was technically appropriate because screening tests are not designed for such use.

The data obtained from the SCDE and OFS included over 26,000 test scores. There were 8,121 students with missing DIAL-3 scores which were excluded from the dataset. From this broad database, we selected students to include in the analyses of DIAL-3 pretest data based on the following characteristics:

- Students were selected if they were at least 4yrs, 0 months and no older than 6 yrs, 0 months at time of entry into their preschool program. These age limits were selected based on the state's age requirements for attending for pre-kindergarten programs.
- Students with at least one DIAL Pretest score were selected, resulting in a sample of 15,965 students. DIAL-3 Posttest records were not included for these analyses. Similarly, for students with missing DIAL administration (pretest or posttest) information and missing DIAL scores were deleted from the analyses. There were 492 students with missing or test date information outside of possible boundaries (eg, test administration date of 1920), resulting in a sample of 15,473.
- From the 15,473 students with DIAL pretests, 307 duplicate records were deleted (eg, students involved with both ESL and ESOL reported two identical records). After this stage, the sample of preschoolers was 15,298.
- From the set of non-duplicate pretest cases, children were included or excluded based on the age at which they took the DIAL-3 pretests. From the available set of data, children between the ages of 3 years, 7 months and 5 years, 7 months at time of testing were selected since these children represent the ages of children who would be at the appropriate age for preschool. Students must be at least 4 years of age by September 1 to attend CDEPP. Potential students for the program are assessed by school districts during the spring and summer of the year the students will be at the age for acceptance into the program in the fall, so some students are 3 years of age when assessed with the DIAL-3 pretest. The age restrictions resulted in deleting 175 children from the analyses.

After the delimitations to the sample were completed, the total number of cases retained for analyses of preschool students' 2008-09 DIAL-3 pretest scores was 14,991 children. For all investigations of DIAL-3 subscales, we note that for the data investigations described here, the number of children included may fluctuate across analyses. This is because some students may be missing one or more DIAL-3 subscales and an attempt was made to include as many scores as possible for each analysis.

The sample consists of preschool aged students attending public (14,565 students; 97.2% of total preschool sample) or private (426 students; 2.8% of total sample) preschool centers whose DIAL-3 pretest scores meeting the study criteria were available. The sample includes students attending CDEPP classrooms and children attending other state-funded four-year-old preschools statewide, including those funded by EIA and local funds.

Of the students with DIAL-3 pretest scores, approximately 20% of the preschoolers were enrolled in CDEP programs across the state. This percentage is similar to what has been observed in previous years. The majority of students (11,797 or 78.7%) were not enrolled in

CDEPP. Of the total sample, 3,194 or 21.3% were enrolled in CDEPP in either public or private centers (2,768 students in public centers and 426 private center students, respectively). The percentage of CDEPP students from public schools included in this evaluation report was 86.7%. The percentage of CDEPP students from private centers included in the sample was 13.3%.

Of the children across the state attending preschool programs during the 2008-09 school year, 7,888 (52.6%) were male and 7,103 were (47.4%) female. The median age of the preschoolers was 4 years, 3 months old. As shown in Table 1 below, the majority of preschool students were between the ages of 4 years, 0 months and 4 years, 10 months of age at the time they completed the DIAL-3 pretest.

Table 1
Preschool Children's Age at the Time of DIAL-3 Pretest, 2008-2009 Academic Year

Age of Student at DIAL-3 Pretest	Frequency	Percent
3 years, 9 months	1	.0
3 years, 10 months	9	.1
3 years, 11 months	413	2.8
4 years, 0 months	1129	7.6
4 years, 1 months	1209	8.1
4 years, 2 months	1168	7.8
4 years, 3 months	1184	7.9
4 years, 4 months	1154	7.7
4 years, 5 months	1179	7.9
4 years, 6 months	1315	8.8
4 years, 7 months	1253	8.4
4 years, 8 months	1230	8.2
4 years, 9 months	1293	8.6
4 years, 10 months	1272	8.5
4 years, 11 months	956	6.4
5 years, 0 months	148	1.0
5 years, 1 months	74	.5
5 years, 2 months	2	.0
5 years, 3 months	0	.0
5 years, 4 months	0	.0
5 years, 5 months	0	.0
5 years, 6 months	0	.0
5 years, 7 months	0	.0
5 years, 8 months	2	.0
5 years, 9 months	0	.0
Total	14991	100.0

Two questions were addressed in this analysis of student DIAL-3 performance. We note that the first two questions were investigated in previous years (2005-06 and 2006-07 school years) to allow for comparisons:

1. How did the DIAL-3 pretest scores of public school students participating in CDEPP compare to the scores of public school students who are not participating in CDEPP but who are enrolled in other preschool programs in the same districts as CDEPP participants?
2. How did the DIAL-3 pretest scores of public school students statewide who are eligible for the federal free- or reduced-price lunch program and/or are eligible for Medicaid services (students in poverty) compare to the scores from public school students not eligible for these family income-based programs (eg, "Pay" lunch, not eligible for Medicaid)?

Question 1: How did the DIAL-3 pretest scores of public school students participating in CDEPP compare to the scores of public school students who are not participating in CDEPP but who are enrolled in other preschool programs in the same districts as CDEPP participants?

When they entered school, the DIAL-3 scores of CDEPP-participants yielded lower scores than the scores of other preschool students from the same districts who were not participating in CDEPP. Two scales, Language Skills and Concept Skills scale reported significantly lower differences at the beginning of preschool than non-CDEPP participants.

Because CDEPP was not offered at every school in some of the larger districts participating in CDEPP, it was of interest to examine differences in DIAL-3 pretest scores between students enrolled in CDEPP and children in the same districts who were not enrolled in CDEPP. To examine differences, DIAL-3 percentile rank scores were computed for each of the three DIAL-3 subscales (Language Skills; Concept Skills; and Motor Skills) and compared across CDEPP and non-CDEPP groups from the same district. This analysis is a preliminary comparison of children's developmental characteristics for children living in similar environments (ie, within the same CDEPP district).

Table 2 reports the descriptive information for the DIAL-3 scores for students from the same district. DIAL-3 pretest scores were higher for students not participating in CDEPP than for CDEPP participants within the same district. To determine if the groups were statistically different on DIAL-3 scores, scores of students who attend CDEPP were compared to scores of students in the same district who did not attend CDEPP. Independent t-tests were used to examine mean differences between CDEPP participants and non-CDEPP participants. Results showed that the differences were significantly different for the DIAL-3 Concept skills scale and the Language skills scale, where non-CDEPP preschoolers scored significantly higher than the CDEPP participants. No differences between groups were observed in the area of Motor skills.

Comparing the 2008-09 results to the two previous evaluation reports results yields similar results. CDEPP participants reported lower mean scores and percentile ranks in the distribution than non-CDEPP participants for all three DIAL-3 scales. In 2006-07, CDEPP participants scored significantly lower than non-CDEPP on both the Concept skills and Language skills scale and in 2007-08, CDEPP participants scored significantly lower on just the Concepts skills scale. Here, the results are the same as with the 2006-07 evaluation results, where significantly lower differences were observed for 2 of the 3 DIAL-3 scales. While results are similar, the number of

children receiving CDEPP services within the CDEPP districts continues to grow. On average, there are more students involved in CDEPP in the 2008-09 school year and fewer non-CDEPP participants in the same district than reported in 2006-07 and slightly more CDEPP participants involved in this evaluation report than were reported for the 2007-08 academic year.

Table 2
Comparisons of DIAL-3 Pretest Scores: Students Participating in CDEPP vs. Students in the Same Districts but Not Participating in CDEPP

DIAL-3 Subscale	Comparison Groups	Number of Student Scores	Mean Percentile Rank	Std. Deviation	Median (50 th) Percentile Rank	5 th Percentile	95 th Percentile	Mean Difference Between Groups
Concept Skills	Participating in CDEPP	2644	34.2	28.86	27	1	88	7.36*
	Not participating in CDEPP	738	41.5	30.59	39	2	88	
Motor Skills	Participating in CDEPP	2617	46.8	33.03	42	2	98	1.51
	Not participating in CDEPP	743	45.3	32.12	42	3	98	
Language Skills	Participating in CDEPP	2608	35.7	29.20	29	<1	90	6.37*
	Not participating in CDEPP	742	42.0	31.08	36	1	95	

Notes: * = difference between groups is significant at $\alpha = .05$ controlled for multiple tests and corrected for heterogeneity of variances (if appropriate).

Question 2: How did the DIAL-3 pretest scores of preschool students statewide who are eligible for the federal free- or reduced-price lunch program and/or are eligible for Medicaid services (students in poverty) compare to the scores from preschool students not eligible for these family income-based programs (e.g., “Pay” lunch, not eligible for Medicaid)?

When they entered school, the DIAL-3 scores of children from lower-income families (eligible for the federal free- or reduced-price lunch program and/or for Medicaid services) were significantly lower than the scores of children of higher-income families (not eligible for these federal programs). The gap between the student groups’ DIAL-3 scores was found both statewide and within the districts implementing CDEPP, where the differences were more extreme. However, approximately one-third of the higher-income students (i.e., not CDEPP eligible) served in public school pre-kindergarten programs statewide in 2008-2009 scored at or below the 25th percentile on two of the three DIAL-3 subscales when they entered school, indicating that they also were in need of educational intervention to improve their developmental status.

While participants need to meet income eligibility requirements for admission into CDEPP, there may be other students whose developmental status puts them at risk of academic failure. These

children would benefit from participating in the program, but they are not eligible. If CDEPP is limited to students meeting income guidelines, school districts may be unable to serve children who do not meet those guidelines but who have significant readiness needs. For example, for Education Improvement Act (EIA)-funded four-year-old pre-kindergarten programs, most districts use a different method to classify students as at-risk. Specifically, using this method students considered to be potentially at risk are tested with DIAL-3, their scores are rank-ordered, and students having the lowest DIAL-3 scores are selected for placement in the program until the district runs out of money or classroom space. While there have been significant numbers of four-year-olds served in the EIA program that are not eligible for the federal lunch program, little is known about these developmentally at risk children, such as, are their scores sufficiently lower than other preschool children?

This series of analyses compared DIAL-3 scores of students statewide who are income-eligible, regardless of their CDEPP status, with students who are not income-eligible for the program. Here, income eligibility is defined as those students receiving free- or reduced-price lunch and/or Medicaid services (e.g., having a Medicaid number); non-income eligible students are those classified as pay-lunch for lunch status and also do not have a Medicaid number. Using the definitions described above, the majority of students statewide (11,231 or 75.6%) were eligible for assistance based on family income. Table 3 reports the income status for students in the public school database.

Table 3
Income Status of Students Enrolled in Public School Four-Year-Old Pre-kindergarten Programs with DIAL-3 Pretest Scores, 2008-2009

Student Income Status	Number of Students	Percent
Pay Lunch, not Medicaid Eligible	3,760	25.1%
Free or Reduced Lunch and/or Medicaid Eligible	11,231	75.6%
Total	14,991	100.0%

Comparisons were conducted to determine if there was a difference in DIAL-3 scores of higher-income students enrolled in public school four-year-old pre-kindergarten programs across the state, regardless of CDEPP status. Average scores are reported in Table 4 for those students with at least one available DIAL-3 subscale score. As seen in the table, students from families having higher incomes scored significantly higher than students from lower-income families on all three DIAL-3 subscales.

The same pattern of findings was observed in the past two evaluation reports where students from lower income families scored significantly lower than students from higher income families for all three DIAL-3 subscales. Similar numbers of students were reported across years for each of the two income groups and DIAL-3 scores are also at a similar level.

Table 4
Comparison of DIAL-3 Subscales by Income Group
(Students in State Funded Four-Year-Old Prekindergarten Programs in South Carolina)

DIAL-3 Subscale	Student Income Status	Number of Students	Mean Percentile Rank	Std. Deviation	Median (50 th) Percentile Rank	5 th Percentile	95 th Percentile	Mean Difference Between Groups
Concept Skills	Pay Lunch, Not Medicaid Eligible	3291	38.2	28.90	17	1	81	10.95*
	Free/Reduced Lunch and/or Medicaid Eligible	9983	27.3	26.40	33	1	88	
Motor Skills	Pay Lunch, Not Medicaid Eligible	3319	40.6	32.12	25	1	95	4.64*
	Free/Reduced Lunch and/or Medicaid Eligible	9936	36.0	30.94	33	1	97	
Lang. Skills	Pay Lunch, Not Medicaid Eligible	3291	37.3	29.28	20	<1	84	9.36*
	Free/Reduced Lunch and/or Medicaid Eligible	9925	28.0	26.96	32	<1	91	

Notes: * = difference between groups is significant at $\alpha = .05$ controlled for multiple tests and corrected for heterogeneity of variances (if appropriate).

The analysis was repeated using only students within the CDEPP plaintiff school districts to examine differences in developmental status among students from lower-income families compared to students from higher-income families in these districts. Again, students were divided into groups based on federal lunch program status and Medicaid eligibility. As with the statewide analyses, the analyses within the CDEPP-implementing districts showed significant differences in DIAL-3 pretest scores between the income groups (Table 5). Those students in the pay for lunch, not Medicaid eligible (ie, higher income family) group scored significantly higher than students from lower income families on all three DIAL-3 subscales. The differences between groups' average scores were higher within the plaintiff CDEPP-implementing districts than for the statewide comparison.

The comparison of the median and mean DIAL-3 pretest scores gives information about the distribution of DIAL-3 scores in CDEPP districts. For the pay lunch/Medicaid ineligible group, the median has a higher value than the mean for Concept and Language skills, meaning the majority of scores are at the higher end of the distribution and the mean is lowered by the few low scores in the distribution. For the income-eligible groups, the median values have lower values than the mean, suggesting a distribution in which most of the scores are at the lower end of the distribution of scores.

Table 5
Comparison of DIAL-3 Subscales by Income Group
(Four-Year-Old Students in CDEPP Districts)

Dial-3 Subscale	Student Income Status	Number of Students	Mean Percentile Rank	Std. Deviation	Median (50 th) Percentile Rank	5 th Percentile	95 th Percentile	Mean Difference Between Groups
Concept Skills	Pay Lunch, Not Medicaid Eligible	526	49.9	30.13	52	4	93	16.68*
	Free/Reduced Lunch and/or Medicaid Eligible	2856	33.2	28.51	26	1	87	
Motor Skills	Pay Lunch, Not Medicaid Eligible	533	52.8	32.79	51	4	99	7.57*
	Free/Reduced Lunch and/or Medicaid Eligible	2827	45.3	32.70	42	2	97	
Language Skills	Pay Lunch, Not Medicaid Eligible	529	52.0	30.32	55	3	96	17.68*
	Free/Reduced Lunch and/or Medicaid Eligible	2821	34.3	28.79	27	<1	89	

Notes: * = difference between groups is significant at $\alpha = .05$ controlled for multiple tests and corrected for heterogeneity of variances (if appropriate).

The DIAL-3 performance across the three subscales were also analyzed for the two income groups (eligible for federal lunch program and/or Medicaid services vs. pay lunch and not Medicaid eligible) statewide (Table 6). To identify students whose scores indicated they might have significant developmental deficiencies when they entered school the scores on the three subscales reported for each student were compared. Students whose DIAL-3 scores were at or below the 25th percentile on at least two of the three DIAL subscales were judged to have performed at a level which would suggest that further assessment for potential developmental problems is warranted; such students are likely to benefit from further preschool educational services.

Table 6
Performance of Students Scoring At or Below the 25th National Percentile on Two of
Three DIAL-3 Subscales, By Student Income Status
(Four-Year-Old Students in CDEPP Districts)

Student Income Status	DIAL-3 Subscale	Number Students Scoring At or Below PR25 on at least 2 of 3 DIAL subscales	Mean Percentile Rank	Std. Deviation	Median (50 th) Percentile Rank	5 th Percentile Rank	95 th Percentile Rank
Free/Reduced Lunch and/or Medicaid Eligible	Concept Skills	5,637	10.5	12.17	6	1	34
	Motor Skills	5,625	19.7	21.30	13	1	68
	Language Skills	5,630	11.8	14.13	7	<1	41
Pay Lunch, Not Medicaid Eligible	Concept Skills	1,380	14.1	14.35	11	<1	47
	Motor Skills	1,382	18.9	21.11	12	1	68
	Language Skills	1,385	14.4	15.36	10	<1	47

Children scoring at or below the 25th percentile on two of the three subscales performed at similar levels across all three DIAL-3 scales, regardless of family income. Median percentile information indicates the midpoint is at most at the 13th percentile; there are still 50% of the students within each group below this level. Similar to the results from the previous two evaluation reports, these findings suggest that there was a significant proportion of children who were not eligible for the federal lunch program or for Medicaid services served in pre-kindergarten programs statewide in 2008-2009 who showed evidence of developmental problems upon entering school: approximately 1,380 children are at risk for developmental delays based on their DIAL-3 subscale scores, but are not eligible for CDEPP. Of the children who are eligible for CDEPP and at risk developmentally, not all students can be served due to classroom space and/or facility limitations.

Summary

This study investigated preschool students' scores on the DIAL-3 to identify differences in performance among public school students participating in CDEPP compared to students enrolled in non-CDEPP public school 4 year-old pre-kindergarten programs in 2008-2009. Additional analyses were conducted to compare differences in DIAL-3 pretest performance between students from lower-income families (free- or reduced-price lunch program and/or Medicaid eligible) and students from higher-income families (pay lunch, not Medicaid eligible). Data from 14,991 preschool aged students from across the state were included in the analyses. Descriptive information and statistical tests revealed differences among the DIAL scores.

DIAL-3 pretest data provides the baseline for student performance when they enter preschool. Results showed a similar pattern across all tests with the results provided in the past two evaluation reports. When the preschool students included in this evaluation are old enough to take state level tests (e.g., 3rd grade PASS test), DIAL-3 pretest data may be used in the longitudinal evaluation of CDEPP to provide comparative evaluations of the later elementary school achievement of students who participated in CDEPP and students who did not participate.

In terms of limitations of the study, we recognize that DIAL-3 pretest data were not provided by all public schools in 2008-2009. Also, private centers administer the DIAL-3 upon entry of the child into the program, meaning that some assessments were not administered until the middle of the school year. Finally, we recognize that percentile rank information is not always appropriate for statistical analyses and for computation of means. However, in spite of the limitations of the study, this evaluation report provides useful information:

- The analyses of the DIAL-3 pretest results suggest that in the 37 CDEPP-implementing districts in 2008-2009 the CDEPP program served at-risk students who start preschool at a lower skill level than their non-CDEPP peers. Data from two successive evaluation reports shows that CDEPP students are still at lower levels of risk than non-CDEPP peers at the beginning of preschool. On a positive note, more students within CDEPP participating districts are joining the program providing a greater number of at-risk students the opportunity to learn in a preschool program.
 - ✓ (see Table 2) The median DIAL-3 pretest percentile ranks for students participating in CDEPP programs ranged from a low of 34 for Concept Skills to a high of 47 for Motor Skills. Somewhat less than half of CDEPP participants scored in the bottom 25% of the DIAL-3 norms. The median scores of students not participating in CDEPP but enrolled in the same school districts as the CDEPP participants ranged from a low of 42 for Language and Concept Skills to a high of 45 for Motor Skills, indicating that non-CDEPP students scored at or somewhat below the median of the norm scale.
 - ✓ When the performance of CDEPP and non-CDEPP-participating students was compared in the 37 plaintiff school districts in which CDEPP was implemented, the DIAL-3 pretest scores of CDEPP participants were lower than those from non-CDEPP participants in the same district; two scales (Concept and Language skills) reported significantly lower scores.
- Analyses by income level of both the statewide data and the data from CDEPP-implementing districts indicated that students from lower-income families (free- or reduced-price lunch and/or Medicaid eligible) had significantly lower DIAL-3 pretest scores than students from higher-income families (pay lunch, not Medicaid eligible). This finding suggests that targeting students for preschool program services based on family income is an effective way to serve many children who have significant developmental needs. However, screening assessments such as the DIAL-3 also are needed to identify students having developmental delays who need additional diagnosis and educational services, regardless of family income. Analysis of the scores of students from families having incomes higher than the levels required for CDEPP eligibility revealed that approximately one-third of these students scored at or below the 25th percentile on two or more of the DIAL-3 subscales when they entered preschool, suggesting that these students also had developmental needs which would benefit from a quality full-day preschool educational program.

Recommendations

1. State agencies administering the CDEPP program should require the submission of accurate DIAL-3 pretest data in a timely manner. DIAL-3 pretest data are essential to the longitudinal evaluation of the later elementary grade achievement of CDEPP-participating students.
2. Given the logistical difficulties encountered by practitioners when administering the DIAL-3 posttest and the technical questions regarding the use of the DIAL-3 screening test for posttest comparisons, DIAL-3 posttest scores should not be collected for this evaluation.
3. This analysis of the DIAL-3 results in 2008-2009 suggests that more students are participating in CDEPP. However, the eligibility criteria for enrollment in CDEPP (eligibility for the federal school lunch program and/ or Medicaid services) are successfully identifying students developmentally at risk for later school failure, but there are students not income-eligible for the program with low DIAL-3 scores, indicating that they may also be at risk of later school failure. In order to serve the children whose developmental status makes them most in need of a full-day educational preschool program, it is recommended that student eligibility for CDEPP be based on the current income requirements with the addition that students who are not income-eligible but who score at or below the 25th national percentile on two of the three DIAL-3 subscales (Language, Concepts, and Motor Skills) may also be served if funding permits. Providers should maintain and report documentation of income status and DIAL-3 performance to secure funding for the students served.

Section VI

Individual Child Assessments

A strength of the CDEPP evaluation is the employment of reliable and validated child assessments and a longitudinal research design. Specifically, the University of South Carolina evaluation team (led by Drs. Brown, Greer and DiStefano with support from several graduate students) randomly selected preschoolers and kindergarteners for assessment with the *Woodcock-Johnson III Test of Achievement (WJ-III)* and the *Peabody Picture Vocabulary Test 4th Edition (PPVT 4)*. In addition, the USC evaluation team asked teachers to complete and return information about the students' behavioral and emotional development using the *Behavioral Assessment System for Children, Second Edition (BASC-2)*. Methods and details of the assessment process are outlined in Appendix G.

In autumn 2009, the evaluation team, as during the two preceding years, selected a sample of 150 CDEPP participants (111 public school students and 39 private center students) for individual assessment. Whenever possible the same children were re-tested at the start of their kindergarten year. To date, this assessment process has been employed for the 2007-08 and the 2008-09 academic years. Fall assessment for a third sample of 150 preschoolers involved with CDEPP in 2009-2010 year has also been completed and analyzed. The evaluation design is presented in Appendix G. Information from these different groups of children can be viewed as cohorts, with students beginning CDEPP in 2007-08 referred to as Cohort 1; children involved with CDEPP in 2008-09 labeled as Cohort 2; and students from the current academic year, 2009-2010, referred to as Cohort 3.

In the remainder of Section V the USC evaluation team outline the most recently obtained information and analyses the USC evaluation team performed this year. First, the USC evaluation team present fall information from preschoolers in Cohort 3 (2009-10) upon entry into CDEPP. Next, the USC evaluation team provides information from Cohort 2 (2008-09) with the focus on changes from preschool in the fall of 2008 to kindergarten in fall of 2009. Then, the USC evaluation team present information for the initial two CDEPP cohorts [i.e., Cohort 1 (2007-08) and Cohort 2 (2008-09)] with the focus on changes from the participants' preschool to kindergarten assessments. Finally, the USC evaluation team provides information about classroom observations performed during the spring of 2009 for Cohort 2 preschoolers.

Preschool Assessment of Cohort 3 (2009-10) during Fall 2009

Table 1 shows demographic information from the 150 preschoolers in Cohort 3 (2009-10). Child assessment results for the Cohort 3 assessments yielded a *PPVT 4* mean standard score of 87.8 (20th percentile) with a median standard score of 86 (18th percentile), indicating receptive vocabulary functioning in the low average range. The mean standard score for the *WJ-III Achievement* composite scale was 91.8 (29th percentile), with a median standard score of 92 (30th percentile). These *WJ-III* findings indicate an overall performance in the average range for the areas of academic achievement. For the three *BASC-2 Adaptive Skills* subscales and overall *Behavior Symptoms Index (BSI)*, the sample's mean and median T scores were in the average range of social and behavioral development. Table 2 shows the assessment results for all 150 CDEPP preschoolers tested in the autumn of 2009.

Table 1
Demographic Information for Cohort 3 with Preschoolers Assessed During Fall 2009

Gender	Number	Percent¹
Female	72	48
Male	78	52
Total	150	100%
Ethnicity	Number	Percent
African-American	106	71
White	32	21
Multiracial	1	1
Hispanic	3	2
Unreported	8	5
Total	150	100%

¹Percentages are rounded in all tables in this report and may not always total 100%.

Table 2
Child Assessment Findings for CDEPP Cohort 3
Enrolled in Either Public Schools or Private Centers during Fall during 2009-10

Child Assessments	N	Mean	Median	Std. Deviation	Range
<i>PPVT 4¹</i>	150	87.8	86.0	14.6	48-124
<i>WJ-III Subscales¹</i>	N				
<i>WJ Oral Language</i>	150	89.2	89.0	14.9	57-123
<i>WJ Achievement</i>	150	91.8	92.0	13.0	58-121
<i>WJ Reading</i>	150	94.8	95.5	13.9	58-145
<i>Letter-Word ID</i>	150	96.3	95.0	13.6	65-165
<i>Story Recall</i>	150	93.9	96.0	18.2	59-127
<i>Directions</i>	150	86.7	86.0	15.9	45-118
<i>Spelling</i>	150	90.9	91.5	15.5	45-121
<i>Comprehension</i>	150	97.6	97.5	10.2	73-115
<i>Applied Problems</i>	150	95.4	96.0	9.5	65-122

¹Standard Scores have a mean = 100 and standard deviation = 15.

Table 2 (continued)

BASC-2 Subscales²	N	Mean	Median	Std. Deviation	Range
<i>Behavioral Symptoms Index</i>	120	50.7	49.5	10.3	37-84
<i>Adaptability</i>	120	48.9	48.0	10.8	32-69
<i>Social Skills</i>	120	49.4	48.0	11.0	30-75
<i>Functional Communication</i>	120	46.5	45.0	8.3	33-67

²T-scores have a mean = 50 and standard deviation = 10. Note: Higher BASC-2 Behavioral Symptoms Index scores indicate more negative behaviors (e.g. depression, aggression, hyperactivity). Higher scores on the other BASC-2 subscales indicate more positive behaviors (e.g. cooperation, helpfulness, clear expression).

Kindergarten Assessment of Preschool Cohort 2 (2008-09) during Fall 2009

Table 3 shows demographic information for 122 kindergarten students from CDEPP Cohort 2 (2008-09), who the USC evaluation team assessed previously for the evaluation during preschool and who the USC evaluation team was able to find during the fall of 2009.

Table 3
Demographic Information for Children in Cohort 2 Who Were Assessed during Kindergarten in Fall 2009

Gender	Number	Percent
Female	65	53%
Male	57	47%
Total	122	100%
Ethnicity	Number	Percent
African-American	90	74%
White	26	21%
Hispanic	1	1%
Unreported	3	3%
Total	122	100%

As prescribed by the CDEPP evaluation protocol, assessments were re-administered to children from Cohort 2. These were the kindergarten students who had been assessed previously during the fall of 2008, when they were enrolled in CDEPP preschools. Although the USC evaluation team was unable to find 33 children in Cohort 2 for the autumn 2009 kindergarten follow-up assessment, examination of their preschool scores showed that the assessment results from the remaining 117 were quite similar to those of the original 150 preschoolers in the fall of 2008. This lack of assessment differences indicated that student attrition was less likely to have altered the nature of the results. Table 4 shows the assessment results for all kindergarten students in Cohort 2 (2008-09) who were re-assessed in autumn 2009. Five replacement students, whom the USC evaluation team selected when several original preschoolers could not be found or were absent from the winter 2009 testing, were also located for inclusion in the fall

2009 kindergarten assessment. While these children's data are included for description of kindergarteners who were enrolled in CDEPP during 2008-09, the USC evaluation team did not use their assessment results for comparison of the autumn 2008 test data to the fall 2009 assessment information.

Table 4
Kindergarten Assessment Findings for Cohort 2 during Fall 2009

Child Assessments	N	Mean	Median	Std. Deviation	Range
<i>PPVT 4</i>	122	91.5	92.0	12.8	53-117
<i>WJ-III Subscales</i>	N				
<i>WJ Oral Language</i>	122	93.2	94.0	15.4	24-124
<i>WJ Achievement</i>	122	97.1	98.0	11.4	66-127
<i>WJ Reading</i>	122	96.8	96.5	12.3	67-153
<i>Letter-Word ID</i>	122	98.7	99.0	10.7	66-150
<i>Story Recall</i>	122	99.3	103.0	16.9	49-129
<i>Directions</i>	122	89.0	93.0	16.9	11-132
<i>Spelling</i>	122	99.0	101.0	11.6	67-125
<i>Comprehension</i>	122	97.3	96.5	11.4	71-177
<i>Applied Problems</i>	122	96.6	96.0	11.5	51-136
<i>BASC-2 Subscales</i>	N	Mean	Median	Std. Deviation	Range
<i>Behavioral Symptoms Index</i>	94	47.9	44.0	9.1	37-76
<i>Adaptability</i>	94	51.2	51.0	10.5	27-69
<i>Social Skills</i>	94	51.7	50.0	11.2	32-75
<i>Functional Communication</i>	94	50.4	50.0	8.7	34-70

As seen in Table 4, the 122 kindergarten children, who participated in CDEPP preschools during the 2008-09 year, had a *PPVT 4* mean standard score of 91.5 (28th percentile) and had the median standard score of 92 (30th percentile), indicating receptive vocabulary functioning in the average range. The mean standard score for the *WJ-III Achievement* composite scale was 97.1 (42th percentile), with a median standard score of 98 (45th percentile). Findings indicated performance in the average range for academic achievement. For all of the *BASC-2* subscales

for 94 kindergarteners, the scores fell in the average range of social and behavioral development.

Cohort 2 (2008-09) Assessment Scores from Preschool to Kindergarten

We also compared Cohort 2 students' assessment information from their preschool to kindergarten year. Children's results showed overall improvements in language, academic achievement, and social and behavioral development by the beginning of their kindergarten year. The changes are apparent in the differences between the mean standard scores and median standard scores of the fall 2008 and the fall 2009 *PPVT 4*, *WJ-III* test, and *BASC-2* results. Specifically, paired samples (dependent) t-tests comparing the 2008 and 2009 assessment results for Cohort 3 showed that the change in scores was statistically significant ($p < 0.05$) for the *PPVT 4* and all *WJ-III* subscales, except *Passage Comprehension* and *Applied Problems*. Additionally, paired samples t-tests found statistically significant ($p < 0.05$) changes on the *Adaptability* and *Functional Communication* scales of the *BASC-2*. The effect size estimates for the significant findings are medium to large indicating practical significance in the children's progress from preschool to kindergarten. Table 5 shows the results for Cohort 2 (2008-09).

Table 5
Follow-up Kindergarten Assessment Findings for Cohort 2 (2008-09) Between Their Preschool (fall 2008) and Kindergarten (fall 2009) Years

Child Assessments	Paired N	Mean Difference	Median Difference	T-value	Effect Size
<i>PPVT 4</i>	117	6.5	7.0	7.17*	0.94
<i>WJ-III Subscales</i>	N				
<i>WJ Oral Language</i>	117	6.6	8.0	5.24*	0.69
<i>WJ Achievement</i>	117	5.9	6.0	6.56*	0.86
<i>WJ Reading</i>	117	4.6	2.0	3.89*	0.55
<i>Letter-Word ID</i>	117	5.4	5.0	5.38*	0.71
<i>Story Recall</i>	117	9.3	10.0	5.29*	0.69
<i>Directions</i>	117	3.7	2.0	2.58*	0.58
<i>Spelling</i>	117	5.2	6.0	6.03*	0.79
<i>Comprehension</i>	117	0.3	1.0	0.25	0.03
<i>Applied Problems</i>	117	0.1	1.0	0.13	0.02

Table 5 (continued)

BASC-2 Subscales	Paired N	Mean Difference	Median Difference	T-value	Effect Size
<i>Behavioral Symptoms Index</i>	86	1.4	2.0	- 1.37	- 0.21
<i>Adaptability</i>	86	2.9	2.0	2.02*	0.31
<i>Social Skills</i>	86	2.5	2.0	1.68	0.26
<i>Functional Communication</i>	86	3.9	3.0	3.58*	0.55

Note: * $p < .05$

Cohort 1 (2007-08) and Cohort 2 (2008-09) Assessments: Longitudinal Analyses

The CDEPP evaluation plan has been developed and implemented to examine the short- and long-term effects of the CDEPP state-funded program on school readiness over time, especially as preschoolers' transition into kindergarten. In the fall of both the 2007-08 and 2008-09 academic years, 150 preschool children enrolled in CDEPP were assessed (300), and the USC evaluation team later located the vast majority of these students who were re-tested in fall of their kindergarten year. The USC evaluation team employed State Department of Education identification numbers (i.e., SUNS IDs) to find children who moved within the state. Nevertheless, as with most longitudinal studies, some children moved out of state, could not be found for other unknown reasons, or were repeatedly absent on the days the USC evaluation team assessed children.

Analytic Strategy

As an initial analytic strategy, the USC evaluation team examined the Cohort 1 (2007-08) and Cohort 2 (2008-09) separately and then compared their results from preschool and kindergarten. Because there were no differences in both demographic and child assessment information between years for Cohort 1 and Cohort 2, the USC evaluation team combined their information into a single two-year sample for analysis. Our employment of this procedure provided an increased sample size and a more powerful statistical test. Longitudinal data between academic years were available from a sample of 230 students. Of these students, 113 began CDEPP preschools in the fall of 2007 and 117 began CDEPP in the fall of 2008. The number of BASC-2 surveys returned for the combined sample of students was 198. Information was analyzed across the public and private programs to determine substantive differences in the children's data at the start of kindergarten following their CDEPP participation. Again, because the USC evaluation team did not find consistent differences across the two years, the USC evaluation team combined public and private CDEPP information for subsequent analyses. The USC evaluation team then performed dependent t-tests (paired samples) to determine any differences between children's preschool assessments and their kindergarten assessments.

Longitudinal Findings for Combined Cohort 1 and Cohort 2

Our analyses showed that scores obtained at the start of kindergarten were significantly higher for the majority of the scales on the *WJ-III* and for the *PPVT 4*. For the *WJ-III*, 7 of 9 subtests were significantly different. The Achievement Scale, which is often considered a composite score for the test, showed significant improvement over the children's preschool findings. These results indicated that children served in CDEPP made modest and meaningful gains toward national norms and importantly retained those gains over the summer. The effect sizes, which are indicators of practical meaning, for the significant differences the USC evaluation team found medium to large effect size estimates. The CDEPP findings are very similar to the majority of results from other previous evaluations of preschool programs around the nation. Table 5 shows the combined results for kindergarteners' language and academic assessments.

Table 5
CDEPP Results for Cohorts 1 and 2: Preschool to Kindergarten

Child Assessments	Paired N	Mean Difference	Median Difference	T-value	Cohen's d Effect Size
<i>PPVT 4</i>	230	5.62		9.08	.85
<i>WJ-III Subscales</i>	N				
<i>WJ Oral Language</i>	229	4.62	5.0	5.35*	.50
<i>WJ Achievement</i>	229	5.71	6.0	9.13*	.86
<i>WJ Reading</i>	229	3.79	2.0	4.66*	.44
<i>Letter-Word ID</i>	229	4.82	4.0	6.82*	.64
<i>Story Recall</i>	229	5.66	6.0	4.21*	.39
<i>Directions</i>	229	3.04	2.0	3.32*	.31
<i>Spelling</i>	229	6.57	6.0	8.29*	.18
<i>Comprehension</i>	229	- 0.37	1.0	- 0.45	-.04
<i>Applied Problems</i>	229	1.14	1.0	1.71	.16

Note: *p<.05; tests controlled for multiple testing errors

We also requested that preschool and kindergarten teachers complete the *BASC-2* questionnaire to measure students' social and emotional development. Table 6 shows the preschool to kindergarten comparison results for four *BASC-2* scales. CDEPP children's overall behavioral problems (BSI) were similar to children in the *BASC-2* norming sample. Mean values at both time points were approximately 50 indicating that CDEPP students most often did not begin either their preschool or their kindergarten school year with significant behavioral problems. On the other hand, the three *BASC-2* scales measuring children's adaptive skills, showed significant positive change from children's preschool to kindergarten year. Specifically, former CDEPP students as kindergarteners showed (1) improved communication skills, (2)

increased positive social skills, and (3) enhanced adaptability to changes. While these changes may be due to children's emerging familiarity with school environments, they also indicated improvements in children's enhanced readiness for formal school settings. The general absence of behavioral problems and the increase in adaptive skills may allow CDEPP students to begin kindergarten with behavioral skills necessary to succeed in formal school environments and improve their future learning.

Table 6
CDEPP Results for Cohorts 1 and 2: Preschool to Kindergarten

BASC-2 Subscales	Paired N	Mean Difference	Median Difference	T-value	Cohen's d Effect Size
<i>Behavioral Symptoms Index</i>	170	-0.36	0.0	-0.47	-.05
<i>Adaptability</i>	170	2.22	2.5	2.35*	.27
<i>Social Skills</i>	170	3.40	2.0	3.32*	.36
<i>Functional Communication</i>	170	3.91	3.0	4.29*	.47

Note: *p<.05; tests controlled for multiple testing errors

Assessment of Preschool Classroom Quality

Contemporary developmental theory and extant research has indicated that interactions between young children and teachers are a primary mechanism of student learning. Because classroom climate, teacher instructional style, and child social behavior are significantly affected by these adult-child interactions, the USC evaluation team assessed classroom quality during the 2008-09 academic year. The goal of this effort was to obtain direct observational information for a better description of CDEPP classrooms.

In February and March 2009, the USC evaluation team conducted observations in the classrooms of Cohort 3 students at 50 public school and private center sites. This assessment was conducted during the midyear to obtain information at a time when teachers had established the routines and procedures in their classrooms that were new for most children at the beginning of the school year. The PPVT 4 was also administered to the sample students on the day of the classroom observations. Occasionally, students who had been tested in the autumn had transferred from site of enrollment in the fall, or they were simply absent, when the evaluation team visited schools and centers. In this situation, another CDEPP participant was randomly selected from the roster to replace the original child. An effort was made to give choose substitute students who matched the absent child's gender and ethnicity. This process led to the selection of seven replacement children for the sample.

For classroom quality assessment, each CDEPP classroom was observed using the *Classroom Assessment Scoring System (CLASS)*. The *CLASS* is a contemporary, reliable, and valid observational instrument developed to assess classroom quality in preschool through third-grade classrooms. The instrument focuses on teacher-child interactions that support children's emotional, language, and cognitive development. The system does not evaluate the presence of materials, physical environment or safety, or the adoption of a specific curriculum. *CLASS* was designed to measure the quality of classroom environments for all the students in the class (not

an individual teacher or student). Moreover, the USC evaluation team is using it descriptively in preliminary work and believes that its findings may have important implications for recommendations on professional development of the CDEPP workforce. For the purpose of describing critical aspects of quality across the early childhood period, the *CLASS* measures three domains and ten sub-dimensions. In brief these are:

Emotional Support

- Positive climate: The emotional connection, respect, and enjoyment demonstrated between teachers and students and among students
- Negative climate: The level of expressed negativity such as anger, hostility, or aggression exhibited by teachers and/or students in the classroom
- Teacher sensitivity: Teachers' awareness of and responsiveness to students' academic and emotional concerns
- Regard for student perspectives: The degree to which teachers' interactions with students and classroom activities place an emphasis on students' interests, motivations, and points of view

Classroom Organization

- Behavior management: How effectively teachers monitor, prevent, and redirect behavior
- Productivity: How well the classroom runs with respect to routines and the degree to which teachers organize activities and directions so that maximum time can be spent in learning activities
- Instructional learning formats: How teachers facilitate activities and provide interesting materials so that students are engaged and learning opportunities are maximized

Instructional Support

- Concept development: How teachers use instructional discussions and activities to promote students' higher-order thinking skills in contrast to a focus on rote instruction.
- Quality of feedback: How teachers extend students' learning through their responses to students' ideas, comments, and work.
- Language Modeling: The extent to which teachers facilitate and encourage students' language

We employed the *CLASS* by having observers rate each of the above dimensions on a 1-7 scale during uninterrupted 20-minute observation cycles. The USC evaluation team performed four observation cycles during a day at each of the 50 sites sampled from CDEPP-participating public schools and private centers. Only periods of outdoor playtime were excluded from the observation cycles. Because most classrooms have more than one adult present during observations, observations were based on the behavior of all adults working in classrooms (e.g. assistant teachers, volunteer aides). To enhance reliable and valid *CLASS* coding, each observer attended a two-day training presented by an author of the assessment. By the end of the focused training, observers were assessed and certified on the instrument by accurately coding of videos of classrooms to the standards established by the developers of the *CLASS*. Additional, follow-up training and practice to maintain skills and inter-rater agreement were conducted for approximately two weeks before observations. Over the course of evaluating 50 classrooms, two raters were used at 20 percent of the observations as a check for inter-rater agreement. For the three domains of *CLASS* the mean inter-rater reliability was as follows: Emotional Support (.83), Classroom Organization (.94), and Instructional Support (.85).

Classroom Quality Findings

Table 7 shows information collected by observers using the CLASS. The CDEPP results for the Emotional Support and Classroom Organization domains are comparable to CLASS scores in previous national studies. Nevertheless, the mean score of the Instructional Support, was lower than average scores reported in previous national investigations. This finding indicates that future professional development for the CDEPP workforce may best be focused on enhancing instructional support with improvements in teaching interactions that target (a) conceptual development, (b) teacher feedback for student learning, and (c) additional encouragements for children to use language.

Table 7
CLASS Scores for CDEPP Classrooms

CLASS Domains¹	n	Mean	Std. Deviation	Range
Emotional Support	50	5.1	.8	3.4 - 6.5
Classroom Organization	50	4.5	.8	2.9 - 6.0
Instructional Support	50	2.0	.8	1.0- 4.8

¹CLASS domains are Likert scores that range from 1 to 7.

Individual Child Assessment Findings

In accordance with the CDEPP evaluation plan, a third sample of 150 preschool students was identified and assessed with measures of their language, pre-academic achievement, and social and behavioral development. In addition, the USC evaluation team was able to analyze the Cohort 1 (2007-08) and Cohort 2 (2008-09) child assessment information for changes between children's fall preschool enrollment and fall kindergarten enrollment.

Findings for Preschool Assessment for Cohort 1 (2007-08), Cohort 2 (2008-09), and Cohort 3 (2009-10)

- Assessment results for Cohort 3 during the fall of 2009 showed that upon the preschoolers' entry into CDEPP, their language on *PPVT 4* was in the 20th percentile, pre-academic achievement on the *WJ-III* was in the 29th percentile, and social behavior on the *BASC-2* was in the average range. It should be noted that these findings are comparable to previous results with Cohort 1 (2007-08) and Cohort 2 (2008-09). Finally, across, the initial three years of CDEPP, the USC evaluation team has not found consistent initial differences between children served in public and private CDEPP preschools.

Findings for Kindergarten Assessment for Cohorts 1 (2007-08) and 2 (2008-09)

- Kindergarten assessment results for Cohort 1 (2007-08) and Cohort 2 (2008-09) showed modest and meaningful improvements in school readiness for children who had been enrolled in CDEPP. Overall, our analyses of child assessment information for the initial two cohorts of CDEPP students' showed positive gains toward national norms. Again, the USC evaluation team has not found consistent differences between children served in public and private CDEPP preschools for their kindergarten assessments.

Summary

For the children enrolled in CDEPP that the USC evaluation team assessed, positive findings across two years indicated that the students are making modest and meaningful progress on important school readiness skills as reflected in better language, preacademic, and social emotional skills. Importantly, for these two groups of children their gains were retained over the summer and into kindergarten. Most effects sizes for child assessment gains showed at least a medium improvement, a difference that indicates both statistical and practical significance for children enrolled in CDEPP who later enter kindergarten. If the two-year pattern of results is replicated in subsequent years of the CDEPP evaluation, our confidence in these positive findings will be enhanced.

Section VII Teacher Information

The following section contains the educational attainment, credentials, and compensation of CDEPP personnel during the 2008-09 year. A summary of existing research concerning educational attainment, credentials, and professional development is in Appendix H.

Current Knowledge about CDEPP Teachers

The following information was provided by the South Carolina Department of Education (SCDE) and the Office of First Steps to School Readiness (OFS). Information is presented by public schools and then private centers in Fiscal Year 2008-09. Information is presented by educational attainment, certification or area of study, experience working with children, and finally employee compensation. Data were provided on 236 teachers employed by CDEPP school districts and 55 teachers employed in CDEPP private childcare centers.

As shown in Tables 1A and 1B, during the 2008-09 year, public school CDEPP teachers' educational attainment is characterized by holding at least a bachelor's degree and often a graduate degree. It should be noted that a bachelor's degree is considered the minimal educational requirement for public school teachers. In contrast to public school teachers, private center CDEPP teachers' educational attainment is characterized by 49% holding two-year associate's degrees and 44% holding at least a bachelor's degree or graduate degree.

**Table 1A
Public School CDEPP Teachers' Educational Attainment 2008-09**

Education Level	Frequency	Percent¹
Bachelor's Degree	75	32
Bachelor's Degree + 18	44	19
Master's Degree	71	30
Master's Degree + 30	46	19
Total Number of Teachers	236	100%

¹Proportions in tables in this section are rounded to the nearest percent.

**Table 1B
Private Center CDEPP Teachers' Educational Attainment 2008-09**

Education Level²	Frequency	Percent
High School	1	2%
Associate's Degree	27	49%
Bachelor's Degree	22	40%
Graduate Degree	2	4%
Post Graduate Degree	3	6%
Total Number of Teachers	55	100%

²Degrees were reported in different format from SCDE (e.g., graduate vs. master's degree).

With respect to teacher certification, over 99% of CDEPP public school teachers reported having at least one teaching certificate and nearly 44% held multiple certificates (Table 2A). The majority (about 90%) of the certifications for the group was in the areas of early childhood education and elementary education (Table 2B). While only four private center teachers were certified, 80% reported early childhood education as having been their area of study (Table 2C).

Table 2A
Public School CDEPP Teachers' Number of Certifications 2008-09

Number of Certifications	Frequency	Percent
1	234	99%
2	84	36%
3	15	6%
4	2	1%
5	2	1%
Non-Reported	2	1%
Total Number of Teachers	236	100%

Table 2B
Public School CDEPP Teachers' Areas of Certification 2008-09

Certifications	Frequency	Percent
Early Childhood Education	225	95.3%
Elementary Education	77	32.6%
Special Education	16	6.8%
Reading	5	2.1%
Guidance	2	0.9%
Elementary Principal	1	0.4%
Elementary Supervisor	1	0.4%
Business, Marketing & Computer Tech	1	0.4%
Commerce	1	0.4%
English	1	0.4%
Family & Consumer Science	1	0.4%
Physical Education	1	0.4%
Science	1	0.4%
Speech Therapy	1	0.4%
Social Studies	1	0.4%
Total Number of Certifications	335	100%

Table 2C
Private Center CDEPP Teachers' Area of Study 2008-09

Area of Study¹	Frequency	Percent
Early Childhood Education	44	80%
Other	11	20%
Total Number of Teachers	55	100%

¹The teachers reported a number of other formal coursework in areas including: educational media, elementary education, family and consumer science, economics, and art.

With respect to teachers' experience, CDEPP public school teachers average at least 14 years of public school teaching experience, whereas CDEPP private center teachers averaged over 4 years teaching experience (see Tables 3A and 3B).

Table 3A
Public School CDEPP Teachers' Years of Experience 2008-09

	Mean	Median	Std. Deviation	Range
Years of Experience	14	14	10	0 - 39
Total Teachers			236	

Table 3B
Private Center CDEPP Teachers' Years of Experience 2008-09

	Mean	Median	Std. Deviation	Range
Years of Experience	4.6	2	5.4	1 - 24
Total Teachers			55	

With respect to salaries, the CDEPP public school teachers were compensated at a much higher rate than CDEPP private center teachers (see Tables 4A and 4B). For example, the average public school teacher's salary was \$45,268, whereas the average private center teacher's salary was \$13,514 for the year.

Table 4A
Public School CDEPP Teachers' Salaries 2008-09

	Mean	Median	Std. Deviation	Range
Salaries	\$45,268	\$46,201	\$9,877	\$16,858 - \$65,991
Total Teachers			236	

Table 4B
Private Center CDEPP Teachers' Salaries 2008-09

	Mean	Median	Std. Deviation	Range
Salaries	\$13,514	\$12,461	\$4,638	\$7,312 - \$26,500
Total Teachers			53	

¹Salary information missing for two teachers in this group

The specific dollar value of teacher benefits was unavailable for individual public school teachers. SCDE staff, however, stated that this additional compensation for teachers is estimated as approximately 28% of their salaries. Benefits for private center teachers vary across sites (see Table 5). OFS provided the following data on private center teacher benefits as reported by center directors.

Table 5
Private Center CDEPP Teachers' Benefits 2008-09

Benefits	Frequency	Percent
Health, Medical, Dental, and Retirement	9	16%
Paid Vacation and Holidays	2	4%
None Provided	44	80%
Total Teachers	55	100%

Findings

Like prior evaluations, differences in public school and private center teachers are evident in educational degrees held, early childhood certification, years teaching experience, and compensation for their professional efforts. The number of CDEPP teachers in 2008-09 was also consistent with the prior year.

Section VIII

Professional Development and Technical Assistance

The following analysis addresses three issues concerning the delivery of professional development and technical assistance to teachers in both public and private Child Development Education Pilot Program (CDEPP) classrooms:

1. What evidence-based research model exists to assist the South Carolina Department of Education (SCDE) and the Office of First Steps to School Readiness (OFS) in developing, implementing, and evaluating professional development and technical assistance services?
2. What professional development and technical assistance services were provided in Fiscal Year 2008-09 by SCDE and OFS, and what were the methods for delivery of professional development and technical assistance?
3. What evaluations, if any, exist to determine the effectiveness of the professional development and technical assistance services provided by SCDE and OFS?

For purposes of this analysis, professional development and technical assistance are defined accordingly. First, the Education Resources Information Center (ERIC) defines professional development as activities to enhance professional career growth. According to the Northwest Regional Education Laboratory, technical assistance is defined “as the “the timely provision of specialized advice and customized support to resolve specific problems and increase clients’ capacity. Technical assistance proceeds in three phases: planning, delivery, and follow-up.”

National Research

In May of 2009 the Center for the Study of Child Care Employment at the University of California at Berkeley issued the first of a two-part report entitled “Preparing Teachers of Young Children: the Current State of Knowledge, and a Blueprint for the Future.” Part I focuses on teacher preparation and professional development in grades K-12 and in early care and education and highlights the differences and similarities in the two systems. The Center determined that

when it comes to teacher preparation, the support provided to new teachers, and ongoing professional development for working teachers, Grades K-12 and the field of early care and education (ECE) are two different worlds. While both worlds assume that teachers’ classroom skills and behavior can be influenced at multiple points in time – through pre-service education, during the first years of teaching, and over the course of a teacher’s career – they differ along numerous dimensions. . . .The differences between K-12 and ECE begin with terminology, for example, teacher preparation vs. professional development – and they extend to the routes by which individuals become teachers, the threshold levels of education and training required, and the extent to which individuals receive support once they become teachers. The largest differences are driven by the requirement in all states that K-12 teachers earn BA degrees and meet additional credentialing criteria, typically before they can become teachers or within a specified time frame after they begin teaching. In early care and education by contrast, educational requirements for teachers are not all uniform across states, and they typically are set at much lower levels. Requirements can also vary within states, for programs located in different settings or subject to the different

regulations (e.g., public school-based preschool, Head Start, subsidized child care, or privately funded early childhood programs), with the result that many practitioners do not hold college degrees and most are not certified (in early childhood education or education) (Whitebook et al., 2009, 1).

The differences reflect the historical mission of the two systems. The K-12 public education system was created to provide a free public education to all children in the country through communities, school districts and schools. On the other hand, the early child care system was created for multiple purposes including care for children of working parents and provision of early childhood education.

These differences are pronounced in the diverse expectations for teachers. The K-12 public education system requires teachers to have at least a Bachelor of Arts degree and certification before teaching. ECE “standards for teacher qualification vary quite widely, based on program types and funding stream requirements. Teacher standards range from little or no pre-service preparation, all the way to a BA degree or higher, and there is wide variability in the actual qualifications of the teaching corps within any one program type or setting” (Whitebook et al., 2009, 3).

The Center for the Study of Child Care Employment also documented the key differences in professional development between the typical K-12 system and early care and education. In the K-12 public education system, “*professional development* is a term reserved for the in-service training or continuing education units that existing teachers complete.” In contrast, *professional development* in the ECE arena “is a catchall phrase that can cover nearly the entire spectrum of education and training opportunities and pathways available in the field—from introductory training, to informal workshops or other continuing education, to college-level work for credit or a degree” (Whitebook et al., 4).

Focusing on early childhood, there are nationally accepted standards for teaching and professional development. The National Association for the Education of Young Children (NAEYC), a nationally recognized association for early childhood professionals, has established three goals:

- improving professional practice and working conditions in early childhood education.
- supporting early childhood programs by working to achieve a high-quality system of early childhood education; and
- building a high-performing, inclusive organization of groups and individuals who are committed to promoting excellence in early childhood education for young children.

To meet these goals, NAEYC publishes ten early childhood program standards:

1. Relationships (between children and adults),
2. Curriculum,
3. Teaching,
4. Assessment of Child Progress,
5. Health,
6. Teachers,
7. Families,
8. Community Relationships,
9. Physical Environment, and
10. Leadership and Management.

Three of the four standards deal with teachers and staff. These three program standards can be used as criteria to evaluate the content of professional development. According to NAEYC program standards and rationale for teaching, teachers, and leadership and management are:

Teaching

Program Standard: The program uses developmentally, culturally, and linguistically appropriate and effective teaching approaches that enhance each child's learning and development in the context of the program's curriculum goals.

Rationale: Teaching staff who purposefully use multiple instructional approaches optimizes children's opportunities for learning. These approaches include strategies that range from structured to unstructured and from adult directed to child directed. Children bring to learning environments different backgrounds, interests, experiences, learning styles, needs, and capacities. Teachers' consideration of these differences when selecting and implementing instructional approaches helps all children succeed. Instructional approaches also differ in their effectiveness for teaching different elements of curriculum and learning. For a program to address the complexity inherent in any teaching- learning situation, it must use a variety of effective instructional approaches. In classrooms and groups that include teacher assistants or teacher aides and specialized teaching and support staff, the expectation is that these teaching staff work as a team. Whether one teacher works alone or whether a team works together, the instructional approach creates a teaching environment that supports children's positive learning and development across all areas.

Teachers

Program Standard: The program employs and supports teachers who have the educational qualifications, knowledge, and professional commitment necessary to promote children's learning and development and to support families' diverse needs and interests.

Rationale: Children benefit most when their teachers have high levels of formal education and specialized early childhood professional preparation. Teachers who have specific preparation, knowledge, and skills in child development and early childhood education are more likely to engage in warm, positive interactions with children, offer richer language experiences, and create more high-quality learning environments. Opportunities for teaching staff to receive supportive supervision and to participate in ongoing professional development ensure that their knowledge and skills reflect the profession's emerging knowledge base.

Leadership and Management

Program Standard: The program effectively implements policies, procedures, and systems that support stable staff and strong personnel, fiscal, and program management so all children, families, and staff have high quality experiences.

Rationale: Excellent programming requires effective governance structures, competent and knowledgeable leadership, as well as comprehensive and well functioning administrative policies, procedures, and systems. Effective leadership and management create the environment for high quality care and education by

- Ensuring compliance with relevant regulations and guidelines;
- Promoting fiscal soundness, program accountability, effective communication, helpful consultative services, positive community relations, and comfortable and supportive workplaces;
- Maintaining stable staff; and
- Instituting ongoing program planning and career development opportunities for staff as well as continuous program improvement.

Other national research has also focused on how to design in service training or professional development that optimizes adult learning styles. Trivette, Dunst, Hamby, and O'Herin (2009) performed a research synthesis of 79 existing studies on adult learning to identify the adult learning method characteristics that had the most impact on learning and practice. The researchers focused on the following six characteristics of the adult learning model.

Table 1
Characteristics of the adult learning methods that were the focus of analysis

Features/Characteristics	Definition
PLANNING:	
1. Introduce	Engage the learner in a preview of the material, knowledge or practice that is the focus of instruction or training.
2. Illustrate	Demonstrate or illustrate the use or applicability of the material, knowledge, or practice for the learner
APPLICATION	
1. Practice	Engage the learner in the use of the material, knowledge or practice.
2. Evaluate	Engage the learner in a process of evaluating the consequence or outcome of the application of the material, knowledge, or practice.
DEEP UNDERSTANDING	
1. Reflection	Engage the learner in self-assessment of his or her acquisition of knowledge and skills as a basis for identifying "next steps" in the learning process.
2. Mastery	Engage the learner in a process of assessing his or her experience in the context of some conceptual or practical model or framework, or some external set of standards or criteria.

(Trivette et al., 2009, 3)

The research synthesis showed that "learning methods and practices that more actively involved learners in acquiring, using, and evaluating new knowledge and practice had the most positive consequences." Furthermore, the results also showed that "the adult learning methods were most effective when used with a small number of learners (<30) for more than 10 hours on multiple occasions" (Trivette et al., 2009, 1). The more adult learning characteristics used in an in-service training, the larger the effect on the participants' practices and outcomes.

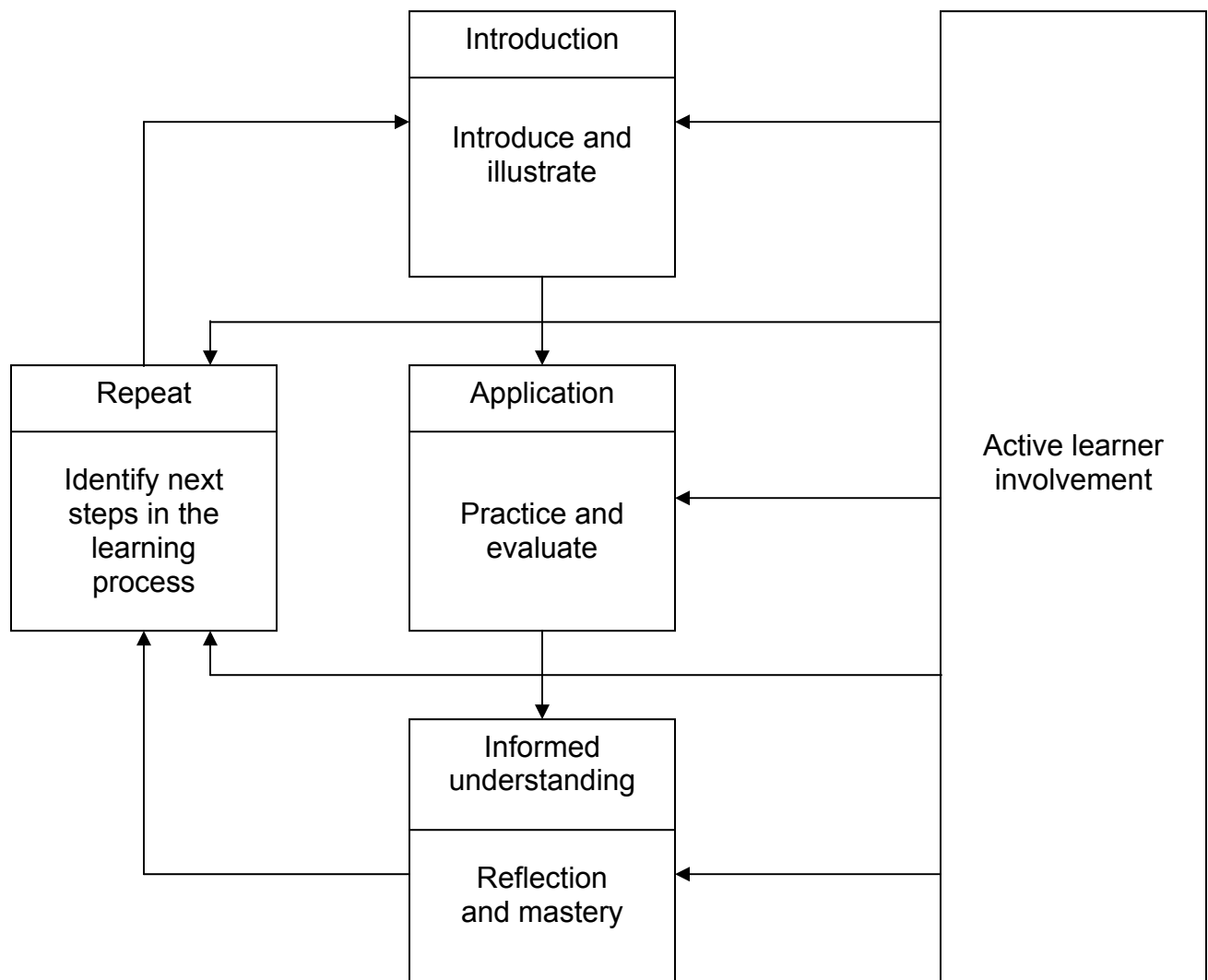
Methods that were not effective or minimally effective were also documented. "Imagery and dramatic readings, alone or in combination, were generally ineffective for introducing new information or practice to learners, and (passively watching) instructional videos was not the most effective approach for illustrating or demonstrating the application of new information or practice" (Trivette et al., 2009, 10).

The work of Trivette et al. concluded that in-service training should include the following:

- The most effective training is likely to include learner experiences and opportunities in each of the three main components of adult learning (planning, application, and deep understanding).
- The more adult learning method characteristics that are incorporated into a training program or practice, the more likely the learning experiences will have optimal positive benefits.
- The common element of adult learning methods that is most effective is active learner participation in the learning process.
- Training opportunities are likely to be most effective if they include multiple learning experiences, large doses of learner self-assessment of their experiences, and instructor facilitated learner assessment of his or her learning against some set of standards or criteria. The more opportunities a learner has to acquire and use new knowledge or practice, the more frequently those opportunities occur, and the more the learner is engaged in reflection on those opportunities using some external set of standards, the greater the likelihood of optimal benefits.
- To the extent possible, the training provided to learners should include a small number of participants where the training is provided on multiple occasions. The fewer the number of learners, the more likely the instructor can give the necessary attention to the largest majority of learners. The more occasions the training is provided, the more opportunities of processing, reflection, and assessment of mastery (Trivette et al., 2009, 10-11).

Dunst and Trivette then developed an adult learning strategy called PALS (Participatory Adult Learning Strategy). The model, which is depicted in the following figure, can be used for planning, implementing, and evaluating in service training. “The 4-phase process includes instructor or trainer introduction and illustration of targeted knowledge or practice, trainee or practitioner application of the knowledge or practice and their evaluation of their experience, trainee or practitioner reflection on and assessment of mastery of the knowledge or practice to promote informed understanding, and learner use of informed understanding to decide next steps in the learning process to further develop learner understanding, use, and mastery” (Dunst & Trivette, 2009, 171).

Figure 1
Major Components of PALS



PALS also includes specific roles for the trainer and trainee.

Trainers elicit input from trainees before, during and after training sessions and incorporate learner input into describing and illustrating the targeted knowledge or practice. Trainers promote trainee use of the knowledge or practice and provide in vivo suggestions, feedback, guidance, etc. to elicit trainee feedback and evaluation of their experiences. Trainers engage trainees in a self-assessment of their mastery with standards-based tools (eg, performance checklists), a priori mastery criteria, or other methods (eg, journaling), and together with the trainees reflect on the totality of the learner's experiences. The outcome from performance assessment and reflection is the identification of the next steps in the learning process. The learner process is repeated in as many times and ways as possible to further develop learning knowledge and skills" (Dunst & Trivette, 2009, p. 172).

Summary: Research documents that professional development to certified teachers employed in public schools differs from the professional development provided to teachers in early child care settings. Still, models like PALS that are based on adult learning research and that incorporate multiple learning methods in small group settings over multiple occasions can improve the mastery of new knowledge and its practice. The PALS model may be especially useful to plan, implement, and evaluate professional development and in-service training of CDEPP in South Carolina.

Technical Assistance, Monitoring and Professional Development in CDEPP

The CDEPP evaluation team requested that the South Carolina Department of Education and the Office of First Steps to School Readiness provide by October 1, 2009 documentation, data and written descriptions of the professional development and technical assistance services provided to all CDEPP schools, teachers and aides in Fiscal Year 2008-09. The evaluation team asked specific questions, which are noted by italics below, regarding professional development and technical assistance. The request for information was made in writing in a letter and in follow-up emails as well as verbally in meetings held during July of 2009.

The following is a compilation of the questions posed by the evaluation team and the responses of SCDE. OFS elected to respond to the questions with explanations which are provided below verbatim.

South Carolina Department of Education: Technical Assistance and Monitoring

1. *What is the current system of providing technical assistance and monitoring by the South Carolina Department of Education to schools with CDEPP classrooms? How, if any, have the assistance and monitoring functions changed over time and will change in Fiscal Year 2009-10? What were the direct and indirect costs of these services, delineated by costs associated with salaries, travel, etc. in Fiscal Year 2008-09? What were the outputs of the assistance and monitoring functions in Fiscal Year 2008-09 e.g., teachers participating, hours of services, etc.? What data exist to document the effectiveness of the technical assistance and monitoring activities?*

CDEPP liaisons are assigned to specific districts/classrooms. To date, the SCDE employs 7 individuals both as full-time employees or paid consultants to provide the technical assistance measures. Initially all classrooms were visited as frequently as

possible. Classrooms were rated in terms of need and visits are scheduled accordingly. A document with further explanation is attached.

Direct and indirect costs have been provided in an earlier document.

From data provided to the CDEPP evaluation team and reflected in the Financial Analysis Section of this report, the following costs, direct and indirect costs, are noted:

Three Education Associates on staff at SCDE expend 75% of time on CDEPP	\$242,516.00
Four Education Associates on Contract at SCDE	\$149,974.50
Pee Dee Consortium	<u>\$15,000.00</u>
TOTAL:	\$407,490.50

SCDE reported that the following visits were made to schools participating in CDEPP in 2008-09:

2008- 2009 CDEPP Classroom Visits		
District	School/ # of Classrooms	# of Visits
Abbeville	Cherokee Trail Elem - 1	3
	Diamond Hill Elem – 1	3
	John C Calhoun Elem - 1	3
	Long Cane Elem – 1	7
	Westwood Elem – 1	3
Allendale	Allendale Elementary - 2	4
	Fairfax Elementary – 3	4
Bamberg 1	Richard Carroll Elem. - 1	2
Bamberg 2	Denmark-Olar Elem – 2	6
Barnwell 19	Macedonia Elem – 1	3
Barnwell 29	Kelly Edwards Elementary - 1	3
Berkeley	Berkeley Elementary - 3	4
	Boulder Bluff Elem – 3	5
	Cainhoy Elementary - 1	4
	College Park Elem. – 2	5
	Cross Elementary - 2	5
	Daniel Island School - 1	3
	Devon Forest – 4	7
	Goose Creek Primary - 7	15
	Hanahan Elem – 2	5
	H.E. Bonner Elementary - 3	6
	J.K. Gourdin Elem – 1	4
	Marrington Elem – 1	4
	Sangaree Elementary - 4	6
	St. Stephen Elem – 3	5
	Westview Primary – 3	6
	Whitesville Elem – 3	7
Chesterfield	Cheraw Primary – 2	3
	Petersburg Primary – 2	3

2008- 2009 CDEPP Classroom Visits		
District	School/ # of Classrooms	# of Visits
Clarendon 1	Summerton EC Center - 3	2
Clarendon 2	Manning EC Center – 5	3
Clarendon 3	Walker Gamble Elem - 3	3
Dillon 1	Lake View Elementary - 2	5
Dillon 2	East Elementary – 3	7
	South Elementary – 2	3
	Stewart Heights Elem - 2	5
Dillon 3	Latta EC Center – 5	6
Florence 1	R.N. Beck Learning – 5	3
	Carver Elementary – 2	3
	Dewey Carter Elementary - 2	3
	Henry Timrod Elementary - 1	3
	Lester Elementary – 3	3
	Poyner Adult Ed. Ctr. - 1	3
	North Vista Elementary - 4	3
Florence 2	Hannah-Pamplico El. - 4	2
Florence 3	Lifelong Learning Ctr - 1	2
	Lake City Elementary - 2	2
	Lake City High – 1	2
	J.C. Lynch Elementary - 2	3
	Main Street Elementary - 1	2
	Olanta Elementary – 1	2
	Scranton Elementary - 1	2
Florence 4	Brockington Elem – 3	2
Florence 5	Johnsonville Elem – 2	1
Hampton 1	Fennell Elementary – 1	4
	Varnville Elementary - 4	3
Hampton 2	Estill Elementary – 2	2
Jasper	Hardeeville Elementary - 5	3
	Ridgeland Elementary - 5	2
Laurens 55	Ford Elementary – 3	3
	Gray Court-Owings Elem. - 4	4
	Waterloo Elementary - 2	6
Laurens 56	M.S. Bailey CD Ctr. – 6	12
Lee	Bishopville Primary – 3	6
	Lower Lee Elem – 1	6
	West Lee Elem – 1	6
Lexington 4	Frances Mack Primary - 5	5
	Swansea Primary – 4	4
Marion 1	Easterling Primary – 6	5
Marion 2	Mullins EC Center – 9	13
Marion 7	Rains Centenary Elem - 3	3
Marlboro	Bennettsville Primary - 5	4
McCormick	Mc Cormick Elem. – 1	3
Orangeburg 3	Elloree Elementary – 2	6
	Holly Hill Elementary - 3	6

2008- 2009 CDEPP Classroom Visits		
District	School/ # of Classrooms	# of Visits
Orangeburg 3	St James-Gaillard – 2	5
	Vance-Providence – 2	5
Orangeburg 4	Edisto Primary – 5	7
	Hunter-Kinard Tyler – 1	4
	Lockett Elementary – 2	3
Orangeburg 5	Bethune-Bowman – 2	5
	Brookdale Elem – 3	3
	Dover Elementary – 2	5
	Marshall Elementary - 3	6
	Mellichamp Elem – 2	5
	Rivelon Elementary – 1	2
	Sheridan Elementary - 2	5
	Whittaker Elementary - 3	8
Williamsburg		
	Cades Hebron Elem – 2	5
	D.P. Cooper Elem – 1	5
	Hemingway Elementary	5
	Greeleyville Elem – 1	1
	St. Mark Elementary - 1	4
	W.M. Anderson Pri – 4	1

To date, effectiveness measures have not been evaluated. The SCDE hopes that the survey provided to districts by the EOC will give insight to this effectiveness and further needs by the districts.

2. *Regarding technical assistance, what activities and related costs are currently borne by school districts and schools participating in CDEPP? In quantifying these costs, is there an average cost per classroom or per classroom teacher?*

Costs related to technical assistance have been provided to the EOC in an earlier submission.

3. *Are there other direct administrative expenses incurred by school districts or schools participating in CDEPP that are not reimbursed by the state?*

Currently, the SCDE does not have district expenditures for the FY 2008-09 school year. These data would not be available until after December 1, 2009. However, the survey to districts should provide data in response to this question.

South Carolina Department of Education: Professional Development

1. *What is the model of professional development used in 2008-09 and 2009-10?*

In both 08-09 and 09-10, districts were sent funds directly to provide professional development to teachers and staff in support of the CDEP program. In addition, CDEPP liaisons provided professional development as needed and requested by the districts

they serve. In the 09-10 school year, the SCDE and OFS will meet to ensure collaboration for professional development efforts.

**Trainings Offered to CDEPP Staff
2008-2009**

Date	Training	Location	Attendees
September 10	Work Sampling Guidelines, Checklists & Portfolios (new teachers)	Columbia	44
September 16	Work Sampling Summary Reports & Online Training (new teachers)	Columbia	12
September 18	Work Sampling Summary Reports & Online Training (new teachers)	Moncks Corner	15
September 23	Work Sampling Summary Reports & Online Training (new teachers)	Florence	20
October 13	Work Sampling Overview, Portfolios & Summary Reports	Moncks Corner	77
Oct. 21,22,23 Jan. 14, 15	Best Practices in Early Childhood Curricula with Creative Curriculum	Laurens 56	13
Oct. 29, 30, Nov 19, 20, 21	Best Practices in Early Childhood Curricula with Creative Curriculum	Berkeley	19
December 10	Early Childhood Creative Curriculum Overview	Laurens 56	9
Jan. 21, 22, 23 Feb. 25, 26	Best Practices in Early Childhood Curricula with Creative Curriculum	Columbia	25

2. *How was the plan implemented in 2008-09, and how will the plan be implemented in 2009-10?*

In the 2008-09 school year, support was provided at the request of the district. District/school CDEPP staff attended conferences relating to the education of young children. In the 2009-10 school year, professional development modules were developed to assist CDEPP liaisons in providing regional professional development sessions. Copies of the modules are available upon request.

3. *What were the challenges and successes of the model in 2008-09?*

One of the challenges was that districts were unable to find appropriate means to support quality professional development offerings. Both finances and timing were issues in 2008-2009. With budget reductions, many districts implemented travel restrictions that prohibited teachers/staff from attending professional development opportunities.

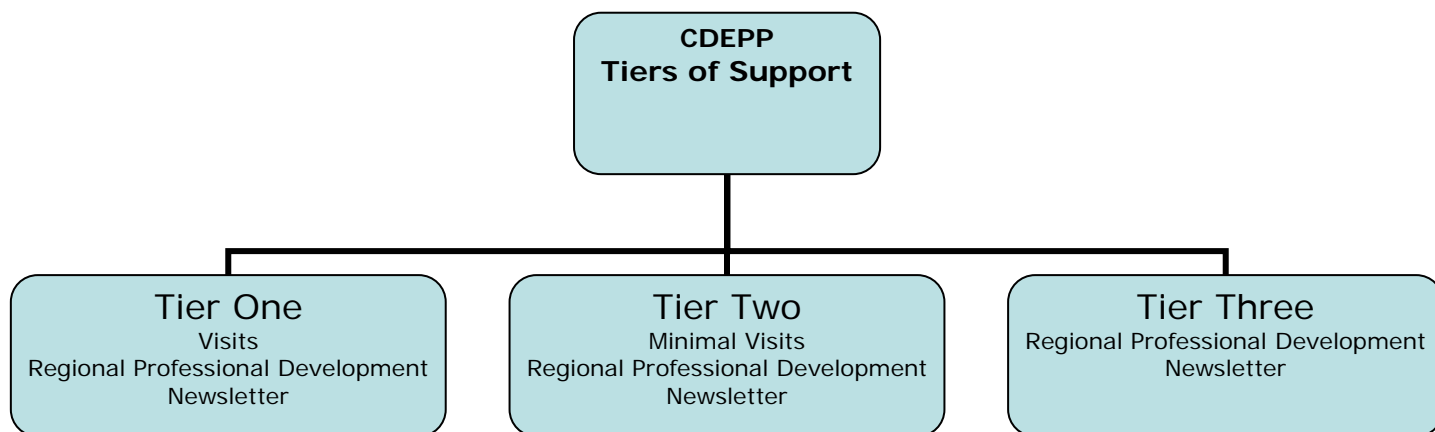
4. *How is the model evaluated?*

To date, the plan has not been evaluated.

(It should be noted that rather than providing professional development to school districts or paying directly for the cost of conference fees, SCDE allocated directly to districts \$800 per classroom for costs related to professional development services for the lead teacher and for the teacher's aid. Unlike previous years, CDEPP districts were required to register for and pay

directly for the costs related to professional development including, but not limited to registration fees, travel and substitute pay.)

Professional Development/Support Plan¹²



Curriculum Training

- Curriculum training would be offered regionally in podcast format with SCDE liaisons onsite to facilitate (will be offered to non CDEPP and 5-K as space allows).

Regional Focused Training

- Majority of training to be focused on topics related to Developmentally Appropriate Practices and Intentional Teaching.
- Sub-topics will be developed into two-hour training sessions: DAP, Literacy, Social Emotional, and Assessment to Guide Instruction.
- ECE Team to generate approved training presentations.
- Each consultant would have access to trainings to use as appropriate to meet regional needs.

Summer Institute

- SCRF Early Childhood Summer Institute - July 28-29.
- Supporting Emergent Literacy through Becky Bailey's Conscious Discipline (Bridges) July 30-31
-

Newsletter

- A newsletter developed and emailed to CDEPP coordinators and teachers sharing DSS licensing reminders, updated professional development opportunities, web links with professional articles, and other general information of importance to coordinators and teachers.

Training Opportunities through Partnerships

- The ECE team will generate a list of quality training opportunities offered by districts and other outside agency partners.
- This list will be shared in the newsletter.

¹² South Carolina Department of Education, October 1, 2009.

Office of First Steps to School Readiness: Technical Assistance and Professional Development

The Office of First Steps was asked to respond to the following questions regarding professional development, including technical assistance.

- What is the model of personnel development used in 2008-09 and 2009-10?
- How was the plan implemented in 2008-09, and how will the plan be implemented in 2009-10?
- What were the challenges and successes of the model in 2008-09?
- How is the model evaluated?

First, regarding technical assistance, OFS provided the following chart that enumerates the number of hours of technical assistance provided to each private child care center participating in CDEPP in 2008-09. According to OFS, the technical assistance focused on: curriculum, Work Sampling System, DIAL-3, room arrangement, materials and supplies, classroom management, lesson planning, ECERS-R, teaching children of poverty, literacy, social emotional development, learning centers, and group time.

CDEPP Technical Assistance Hours 2008-2009¹³

Name of Center	Number of Hours
The Mellon Patch	37
Excellent Learning Preschool	29.5
Bishopville-Lee	15
Sunshine House #29	39
Sunshine House #30	20
Sunshine House #106	35
McGill's Bundles of Joy	26.5
Troy-Johnson Learning Corner	28.5
Nesmith Community Daycare	20
Graham's Enhancement	45
West Ashley Learning Hub	38
PDCAP Head Start (Thelma Brown)	17
Foster's Childcare	39
Kids R Us	39
NJMBC AAA Daycare	41
Giggles and Wiggles	32
Prosperity Childcare	30.5
PDCAP Head Start (Whittaker)	17
Angel's Inn Daycare	23.5
Children's Keeper Learning Ctr.	41
Agapeland	25
SCSU Child Development Learning Ctr	31
Kindale Park Daycare	40
Doodle Bug Academy	45
Kids in Motion	34
Betty's Daycare	42

¹³ Office of First Steps to School Readiness, July 31, 2009.

Name of Center	Number of Hours
1 st Presbyterian CDC	20
Gail and Terry Richardson CFTC	31
Happyland CDC	42
The Wee Academy	45
Zion Canaan CDC	20
Bedford's Stay N Play	32
Lynchburg Elliott CDC	15
ABC Academy	15
Wilson's Daycare and Learning Ctr.	20
Kids N Company	80
Little Miss Muffet	40
Little Smurf's CDC	15
Little Treasures	24
PDCAP Head Start (Hamer Canaan)	22
Pleasant Grove Academy	31.5
Total On-Site TA Hours 2008-09	1,283.0

The Office of First Steps provided the following explanation of the monitoring and technical assistance activities related to CDEPP:

Since the inception of the South Carolina Child Development Education Pilot Program in 2006, First Steps has recognized accountability as a requisite cornerstone of the program's success – particularly given the pilot's first-ever allocation of public funding within private early education settings. Accordingly, private CDEPP providers are subject to announced and unannounced technical assistance and monitoring visits (at least twice monthly) designed to ensure both high-quality programming and each program's fulfillment of associated legal and contractual requirements.

First Steps employs three full-time and one part-time Regional 4K Coordinators, who delivered approximately 1250 hours of on-site classroom monitoring and technical assistance during 2008-09. In addition to monitoring each provider for its compliance with both CDEPP and childcare licensing requirements, these Coordinators serve as on-site technical assistants – helping to ensure the successful delivery of a research-based curriculum. While this technical assistance function varies according to the needs of each individual site, common topics include:

- High/Scope or Creative Curriculum model fidelity
- Development of age-appropriate, curriculum-based lesson plans
- Room arrangement
- Use of the DIAL-3 screening and Work Sampling System
- ECERS-R classroom evaluation results and improvement planning
- Parental involvement
- Classroom management
- Transitions to 5K
- Connections to speech and/or other special education services, as necessary
- Emergent literacy

- Program administration

In most cases this function is largely supportive in nature. It should be noted, however, that several private CDEPP providers have been terminated from the program since inception as a result of either their failure to comply with programmatic guidelines or licensing/supervision deficiencies identified by SC First Steps staff.

In conjunction with this monitoring/technical assistance function, First Steps is also active in the direct and/or contracted provision of professional development designed to support overall program quality. An overview of the 2008-09 school year is provided below.

Office of First Steps to School Readiness: Professional Development

OFS responded to questions concerning professional development activities with the following narration:

In August 2008, First Steps staff led an intensive, two-day CDEPP Institute in Columbia for center directors, lead teachers, and local First Steps Executive Directors. Participants received an overview of the updated CDEPP guidelines and operating procedures, and training on parental involvement, the DIAL-3, lesson planning and curricular alignment with the Good Start Grow Smart Standards. (In August 2009, given the ongoing participation of all centers, an abbreviated version of this training focused on the 2009-10 Guidelines was conducted via webinar in an effort to reduce associated costs – with additional content trainings held regionally.)

All workshops offered by First Steps staff are either registered or certified with the Center for Child Care Career Development which allows lead teachers to receive continuing education credits. Workshops/trainings are conducted regionally - to the extent feasible - to minimize travel cost. In active partnership with the SC Department of Education, each is opened (given available space) to CDEPP teachers in both public and private settings. The table below depicts several of First Steps' annual CDEPP professional development offerings.

Workshop	Resources/Materials Utilized	Frequency of Offering
The Work Sampling System (12 hours)	1. Work Sampling in the Classroom, A Teacher's Manual 2. Preschool-4 Development Guidelines 3. Preschool – 3 rd Grade Omnibus Guidelines 4. Developmental Checklist	Annually
Creative Curriculum (9 days)	1. The Creative Curriculum for Preschool 4 th Edition 2. Literacy, The Creative Curriculum Approach 3. Mathematics, The Creative Curriculum Approach 4. The Developmental Continuum 5. The Implementation Checklist 6. The Ball Study	Annually for New CDEPP Staff

Workshop	Resources/Materials Utilized	Frequency of Offering
Classroom Instruction and Lesson Planning (3.5 hours)	1. Teachable Transitions, by Rae Pica 2. A Planning Guide to the Preschool Curriculum 4 th Ed. 3. ECERS-R All about the ECERS-R	Annually
Dial-3 (3 hours)	1. Dial-3 Kits 2. Dial-3 Record Forms	Annually
Parent Involvement (1 hour)	1. Handouts – “Recipe for An Effective Parent/Teacher Conference”, “Parent Orientation/Checklist and Parenting Tips”, “Some Open-Ended Questions to help Children Think” 2. Play and Learn Together (A South Carolina Guide to Kindergarten Readiness) 3. Brochure - A Guide for Administrators, Teachers and Families: Kindergarten Is Not First Grade (South Carolina Department of Education and the South Carolina Head Start Collaboration Office) 4. CDEPP Orientation Checklist 5. CDEPP Home Visit Survey	Annually
Teaching Children from Poverty (3.5 hours)	1. A Framework for Understanding Poverty by Ruby Payne 2. Good Start Grow Smart Guidelines 3. National Center for Children in Poverty 4. The Intentional Teacher by Ann Epstein	Annually
Emergent Literacy (3.5 hours)	1. Hatch Language and Literacy Resource Kit 2. Variety of literacy rich children's books 3. Anecdotal and portfolio samples of children's work 4. Literacy, the Creative Curriculum Approach	Annually

Due to the frequent nature of First Steps' on-site technical assistance, OFS staff are able to provide follow-up to each training, working directly with CDEPP lead teachers and instructional assistants to ensure high-quality implementation. In addition, First Steps has provided limited technical assistance to center directors in the areas of budgeting and operations.

First Steps' CDEPP model has resulted in many successes:

- Many centers are now multi-year participants whose ABC quality status and environment rating scores have risen over the course of their participation.
- Center directors report program-wide improvements, with quality enhancements and improved performance extending beyond the CDEPP classroom itself as a result of ongoing technical assistance and center staff training. (e.g. The CDEPP classroom staff and center director serve as center-wide resources as a result of their increased training and expertise derived from their CDEPP participation.)
- Parent involvement has increased as a result of the 4K program. Guidance on how and when to offer parenting workshops and special

events has helped to engage parents in their child's educational experiences both in and out of the classroom.

- First Steps approved CDEPP classrooms are consistently filled to near capacity, with roughly 95% of all potential classroom spaces (both CDEPP and tuition funded) filled during 2008-09.

Likewise, challenges have presented themselves. In particular, we would point to financial and staffing instability in the private preschool marketplace, which has resulted in an ongoing need to train and monitor new staff as both lead and assistant teachers have routinely departed for higher paying work, often in school district programs. While program-specific tuition, transportation and materials costs are constant across both the public and private sectors, it is clear that the state's public school districts have greater resources (in total) at their disposal with which to support their CDEPP efforts than do rural child care providers.

Finally, be aware that First Steps' efforts to evaluate its CDEPP model are iterative and ongoing. Trainings are routinely evaluated by participants, but perhaps more importantly – due to the agency's regular on-site monitoring and technical assistance – First Steps staff have the opportunity to ensure that training has "taken hold" in the classroom through ongoing observation and coaching. The agency's real-time feedback from participating providers has been consistently strong and appreciative, with a formal provider survey planned for spring 2010.

Findings

Review of the professional development and technical assistance information provided by the South Carolina Department of Education (SCDE) and the Office of First Steps to School Readiness (OFS) for CDEPP reveals that, most often, SCDE and OFS implement separate programs of supporting their respective CDEPP personnel. To date, most information on professional development and technical assistance has been limited to process measures such as the number of hours of training, number of site visits, content of group trainings, and, at times, participant satisfaction. Although these measures are necessary, they are not necessarily sufficient to judge adequately the impact of efforts to enhance the CDEPP workforce.

Recommendations

1. The South Carolina Department of Education (SCDE) and the Office of First Steps to School Readiness (OFS) should collaborate on implementing a formal model of professional development for the CDEPP workforce.
2. The South Carolina Commission on Higher Education should fund a Center of Excellence for Professional Development to Enhance the Recruitment and Retention of Preschool Teachers in South Carolina's State Funded Pre-kindergarten Programs for Children at Risk for School Failure. A funded Center would collaboratively work with SCDE, OFS, school districts participating in CDEPP, and institutions of higher education, especially two-year colleges, to recruit and retain preschool teachers with both 2 and 4-year degrees in early childhood education.

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Section IX

Survey of CDEPP Coordinators in School Districts

While prior evaluations of CDEPP have focused on the costs of administration at the state level, the evaluation team recognized that school districts also have administrative responsibilities related to CDEPP and corresponding costs. To determine these administrative functions and costs, a survey was designed and administered to all thirty-six (36) individuals responsible for administering CDEPP in school districts during the 2009-10 school year. The school district of Saluda implemented CDEPP for the first time in school year 2009-10, increasing the total number of eligible districts participating in CDEPP from thirty-five to thirty-six in 2009-10. The names and email addresses of these individuals were provided to the Education Oversight Committee (EOC) by the South Carolina Department of Education. A copy of the survey is in the appendix.

The survey was administered online between September 15 and November 1, 2009. First, the executive director of the EOC notified the superintendents of all CDEPP districts about the survey and its purpose. The CDEPP coordinators were notified in writing and by email of the survey. The coordinators were encouraged to work with school district business officials and any other district staff in completing the survey. Approximately 94% or 34 of the 36 school districts participating in CDEPP in 2009-10 completed the survey. The results of the survey are summarized below.

Information on CDEPP Coordinators: The person designated as the CDEPP coordinator in the 34 school districts reported having the following titles or positions. Approximately 30% or ten of the 34 respondents were involved exclusively with early childhood/family literacy. Five individuals were either principals or teachers.

Titles/Positions	Number Responding
Early Childhood Coordinator/Specialist	8
Principal	4
Assistant Superintendent	3
Director of Curriculum and Instruction	3
Director of State/Federal Programs	3
Director of Instruction/Assessment	2
Early Childhood and Family Literacy Coordinator	2
Senior Executive Director for Instruction	2
Director of Special Services/Instruction	2
Teacher	1
School Improvement Coordinator	1
Title I/Early Childhood Coordinator	1
Director of Pupil Services	1
Curriculum Consultant	1
TOTAL	34

Coordinators reported spending the following percentage of their time on CDEPP. Almost one-half (47%) spend less than 30% of their time on CDEPP while four or 12% of respondents spend 80% or more of their time on CDEPP. Of the four CDEPP coordinators who spend more than 80% of their time administering CDEPP, two were early childhood coordinators, one was a first grade teacher and one was a principal. The two early childhood coordinators were employed in school districts that have a mean enrollment in 4K of 163 students. Overall, the data showed that CDEPP is generally one of many other responsibilities of the CDEPP coordinator.

Percentage of Time on CDEPP	Number Responding
100%	0
90 to 99%	1
80 to 89%	3
70 to 79%	0
60 to 69%	3
50 to 59%	5
40 to 49%	3
30 to 39%	3
20 to 29%	5
10 to 19%	7
Less than 10%	4

Almost 60% of the coordinators have administered the program since the first year of implementation. Two of these twenty coordinators were in school districts that experienced significant enrollment increases between the first and second year of CDEPP.

Number of Years as CDEPP Coordinator	Number Responding
Three	20 (59%)
Two	7 (21%)
One	1 (3%)
2009-10 First Year	6 (18%)
Total	34

An analysis was done to determine if there were any differences in CDEPP student enrollment patterns between the twenty school districts that had one person administering the program since the program's inception and all other districts that responded to the survey. The analysis focused on the cumulative CDEPP student enrollment counts through the 135th day of instruction for the twenty districts and for 13 districts that participated in the survey and administered CDEPP for the past two years, years 2007-08 and 2008-09. The analysis showed that whether using the average or median enrollment, the twenty districts experienced a greater percentage increase in CDEPP enrollment than the other districts while expansion is uneven as illustrated by the percentage of districts that experienced absolute gains in the number of CDEPP students served.

Enrollment	Districts with Same CDEPP Coordinator For Three Years (n=20)	Remaining Districts (n=13)
Median Enrollment:		
2008-09	135	88
2007-08	98	69
% Increase	38%	28%
Mean Enrollment:		
2008-09	143	150
2007-08	105	120
% Increase	36%	25%
Percentage of districts that Gained in Absolute Number of CDEPP Students	55%	62%

In analyzing administrative responsibilities associated with CDEPP, coordinators were asked two questions:

At the DISTRICT level, what responsibilities are involved in the administration of CDEPP?

At the SCHOOL level, what responsibilities are involved in the administration of CDEPP?

Coordinators were given a list of ten possible answers, the same list for both questions. The answers to these two questions were merged together in the following table.

Administrative Responsibilities:	District Responsibility	School Responsibility
Managing funds	33 (97%)	16 (47%)
Employing teaches and aides	22 (65%)	26 (76%)
Supervising teachers	17 (25%)	34 (100%)
Choosing curriculum	22 (65%)	21 (62%)
Purchasing materials and supplies	21 (62%)	28 (82%)
Coordinating professional development	24 (71%)	22 (65%)
Recruiting students	10 (29%)	26 (76%)
Obtaining and renewing DSS licensure	15 (44%)	27 (79%)
Providing parenting education	15 (44%)	24 (71%)
Other	1 (3%)	1 (3%)

At the district level, the management of funds and coordination of professional development were the most frequently cited responsibilities associated with CDEPP. At the school level, the supervising of teachers followed by the purchasing of materials and supplies were the most common administrative functions. Shared equally at the district and school level were: (1) employing teachers and aides; and (2) choosing curriculum. The responses also document that the job of obtaining and renewing DSS licensure was most often cited as a school responsibility.

Similarly, recruitment of children into the program was most often a school function rather than a district function.

According to a CDEPP coordinator who oversaw significant expansion of the program over the first three years of its existence, there are advantages to having both schools and districts involved in recruitment. Districts that have the primary responsibility for recruitment are able to accomplish the following:

- Notify all parents with children currently in schools by newsletter and flyers;
- Advertise in newspaper to reach the greater population;
- Utilize public service announcements;
- Have direct access to new parents who contact the district office when looking for a 4K programs; and
- Better serve the parent needs by being more flexible and knowing where children in CDEPP can best be served to meet parent needs, including proximity to work.

Schools have two advantages: (1) schools provide closer access to at-risk populations; and (2) schools may be the only CDEPP outlet in smaller districts that have one or two schools participating in CDEPP. When asked how children and families are recruited into CDEPP, the district coordinators responded accordingly:

Recruitment Activities	Districts Responding	%
Coordinates recruitment with social service agencies in district	17 of 34	50%
Holds special events at school site	22 of 34	65%
Advertises program in local newspaper or television	31 of 34	91%
Relies upon referrals from parents	26 of 34	76%
Focuses recruitment efforts on families whose children already attend schools in your district	29 of 34	85%
Other:	6 of 34	18%
<ul style="list-style-type: none"> • Flyers to local daycares, Community, Enrolled Students • Churches • Posting on School Sites • Children whose parents are served by Family Literacy • Key Contacts 		

The three most common recruitment activities were: (1) advertisements; (2) existing families already served in the district; and (3) referrals.

Other Administrative Personnel, Costs:

To determine how many other employees at the district level are involved in the administration of CDEPP, coordinators were asked the following question:

Other than school administrative personnel, classroom teachers and classroom aides, are there other administrative personnel at the district office involved in the administration and implementation of CDEPP?

Two-thirds of the respondents responded “no” – there are no other administrative personnel involved in the administration and implementation of CDEPP. The remaining respondents listed other individuals involved in CDEPP. The following is a summary of those titles that were

mentioned, grouped according to key functions or activities. Also reflected is the percentage of time the individuals expended on CDEPP. A range of percentages reflects the responses of multiple districts. In districts that report having other administrative personnel involved in CDEPP, overwhelmingly CDEPP coordinators cited individuals that provide financial management of funds, parenting/family literacy services to the families of CDEPP children, and special services to children in CDEPP.

Other District Employees Involved in Administration of CDEPP

FINANCE:
Finance Director (5% to 25%)
Finance Office manager
Grant Funds Coordinator (15%)
Finance Clerk
Financial Supervisor (20%)
PARENTING/FAMILY LITERACY
Family Literacy Educator (50%)
Family Literacy Coordinator (10%)
Parent Facilitator
EARLY CHILDHOOD EDUCATION
Childcare specialists (100%)
SPECIAL SERVICES:
Speech Therapist (10%)
Special Education Teacher (10%)
Director of Special Services (20%)
FEDERAL PROGRAMS AND FUNIDNG
Director of Federal Programs
Director of Title One (5%)
SUPPORT STAFF
Administrative Assistant (from 10% to 40%)
Secretary (20%)
Maintenance - Building and grounds
CURRICULUM
Director of Curriculum (10%)
Curriculum Facilitator
LEADERSHIP
Superintendent (5%)
Principal

Funding:

There were several questions on the survey regarding funding. First, CDEPP coordinators were asked if the \$800 per classroom allocation for the purchase of professional development for CDEPP teachers and aides was sufficient.

- Nineteen or 57% of the CDEPP coordinators responded that the \$800 allocation was sufficient. CDEPP coordinators responding “no” cited the fifteen hours of professional development required for DSS licensure as costing more than the \$800 allocation.
- Coordinators in rural school districts noted that travel costs absorbed a disproportionate share of the \$800.
- For coordinators responding no, the survey asked “what, in your opinion, is an adequate amount to be spent per classroom for professional development and substitute pay?” The answers ranged from \$1,000 to \$5,000 per classroom with the most common response ranging from \$1,000 to \$1,200 per classroom.

Second, coordinators were asked about expenses related to participation in the program which are not covered by the \$10,000 per classroom allocation for new classrooms. Specifically, districts were asked to list all “costs that were incurred by your district in the initial implementation of CDEPP and that were not paid for by state funds.”

- Thirty-two of the thirty-four coordinators responded to this question.
- Only six CDEPP coordinators responded that no additional costs were incurred.
- Almost two-thirds of the remaining twenty-six districts cited playground equipment as an expense that was not paid for with state funds. Some districts responded that classrooms also had to be retrofitted, the costs of which exceeded the \$10,000 allocation.

The issue of playgrounds affirms prior research and reporting. When the early Childhood Environmental Rating Scale-Revised (ECERS-R) was used in South Carolina to evaluate public school four-year-old kindergarten classrooms, the South Carolina Department of Education reported that inadequate surfacing on playgrounds and unsafe playground equipment were common impediments to ensuring health and safety.¹⁴ Similarly, a 2003 evaluation of four-year-old kindergarten found that 53 percent of teachers in the public schools responded that they had inadequate classroom and outdoor play facilities and equipment.¹⁵

¹⁴ South Carolina Education Oversight Committee, “Results and Related Recommendations of the Inventory and Study of Four-Year-Olds Kindergarten Programs in South Carolina.” March 15, 2006.
<<http://eoc.sc.gov/NR/rdonlyres/D11895C1-4937-425F-86AB-3DBFAA9A082F/0/ResultsAndRelatedRecommOfTheInventoryAndStudyOfFourYearOldKinder.pdf>>.

¹⁵ Brown, W.H. , & Potter, E. (2003). Coordinator Survey Report Four-Year-Old Child Development Programs. Columbia, S.C>: Department of Educational Psychology in the College of Education at the University of South Carolina.”

When asked “are there annual costs in excess of the \$2,500 maximum classroom allocation incurred by your district for the annual operating and maintenance costs for each CDEPP classroom,” the coordinators responded accordingly:

- First, thirty-one (31) of the 34 districts answered the question.
- Of the 31 responses, seventeen or a majority responded that the allocation was sufficient.
- The remaining 14 districts then offered an “estimate of the average annual operating and maintenance cost per classroom.” The responses ranged from \$2,500 to \$50,000 per classroom. These districts noted the increased costs of electricity due to the requirement that the classroom must have hot running water.

When asked about school bus transportation, and if the district incurred any direct costs related to the transportation of CDEPP students, the coordinators responded accordingly:

- 33 of 34 responded to the question
- 30 or (90%) responded that there were no district costs incurred for transportation.
- 3 or (10%) responded that there were costs related to transportation. One district estimated the costs at \$4,339.44 for bus driver salaries and related fringe benefits. Another district estimated the cost at \$70,000 plus \$1,000 per child.

Often districts coordinate funding from various revenue streams to provide services. When asked if their district coordinated funding of CDEPP with any other funding sources, twenty-four of the 34 coordinators responded that funds from the following sources were used to supplement CDEPP services:

Funding Sources	Number Responding	%
EIA Half-Day Four-Year-Old Program	4 of 24	17%
County First Steps Partnerships	1 of 24	4%
Head Start	1 of 24	4%
Federal Special Education Funds	6 of 24	25%
Other Federal Funds	7 of 24	29%
Other (General Funds)	4 of 24	17%

While “other federal funds” was not defined, based on survey responses, the respondents included Title I, federal preschool grants and Even Start as federal funds used for CDEPP.

Collaboration:

In addition to collaboration of funding sources, collaboration of services is a key component of early childhood expansion. CDEPP coordinators were asked if the provision of CDEPP was coordinated with other early childhood programs.

- 9 of 34 coordinators (26%) responded “no.”

- 25 of 34 coordinators (74%) responded “yes” and stated that coordination occurs with the following programs:

Coordination Occurs with:	Number of Districts	%
EIA Half-Day Four-Year-Old Program	3	8%
County First Steps Partnerships	15	44%
Head Start	10	29%
Other:	3	8%
<ul style="list-style-type: none"> ○ Half-Day 4K Funded Locally ○ Preschool Special Needs Program ○ Family Literacy Program 		

Coordinators were then asked to enumerate the collaborative activities that were undertaken:

Collaboration Activities	Number of Districts	%
Transportation of CDEPP students to and from school	5 of 34	15%
Referral of CDEPP-eligible children on waiting lists to other CDEPP providers in the community	17 of 34	50%
After-school care for children	9 of 34	26%
Parent education	19 of 34	61%
Health Screening	13 of 34	38%
Mental Health Services	14 of 34	38%
Other : Technical colleges and institutions of higher education	1 of 34	3%

Over 60% of CDEPP districts collaborated in the provision of parent education. On the other hand only 15% of the CDEPP districts coordinated the provision of transportation.

Parenting Education:

The CDEPP proviso governing the program states that “this program shall be available for the 2009-10 school year on a voluntary basis and shall focus on the developmental and learning support that children must have in order to be ready for school and must incorporate parenting education.” The survey asked CDEPP coordinators whether the district provided a specialized parenting education program to CDEPP parents. Districts responding “yes” were then asked to describe the parenting education program provided exclusively for CDEPP parents. Those responding “no,” they do not provide a specialized parenting education program, were asked to explain why not.

First, the responses were evenly divided: 17 districts provide specialized training while the remaining 17 do not.

Of the coordinators who responded that parenting education is provided, the most common elements of the parenting education provided to CDEPP parents are:

- Training sessions, workshops in conjunction with schools and/or family literacy specialists on specific topics such as literacy, work sampling, discipline, parenting skills, etc.;
- Parenting education programs that are held in co-location with county First Steps parenting education program;

- Parenting education programs that are implemented according to the Parents as Teachers (PAT) model; and
- Family Literacy Programs for CDEPP parents without a high school diploma.

The remaining coordinators, who reported not providing specialized parenting education programs to CDEPP parents, responded accordingly:

Response	Number Responding	%
The district is not providing parenting education programs in the current school year.	1	6%
The district provides parenting education to all parents of preschool children and does not single out specialized programs for CDEPP families.	14	82%
Other:		
<ul style="list-style-type: none"> • Family Literacy provides parenting classes for CDEPP parents • Parent programs provide to all parents in the school district 	2	12%
TOTAL	17	

CDEPP Classrooms:

The survey also asked a question about children enrolled in CDEPP classes. Fourteen (41%) of the districts serve only CDEPP-eligible children in a CDEPP classroom. Ten or (29%) serve CDEPP, non-CDEPP eligible and special education children in classrooms. The majority of school districts, 20, serve a heterogeneous population in CDEPP classrooms.

CDEPP Classrooms Serving:	Number of Districts
Only CDEPP-Eligible Children	14
CDEPP-Eligible and Non-CDEPP eligible children	6
CDEPP-Eligible and Special Education Children	4
CDEPP-Eligible, Non-CDEPP Eligible and Special Education Children	<u>10</u>
TOTAL:	34

Waiting Lists:

Districts were asked if they maintained a waiting list for CDEPP-eligible students and if so, how many students are on the waiting list for the current school year.

- 26 of 34 (76%) districts maintain waiting lists
- 8 or (24%) do not have a waiting list
- CDEPP coordinators reported that there are at least 205 children who are CDEPP-eligible but not receiving full-day instruction and who are on a waiting list. Two districts projected school waiting lists of 5 to 10 children per school. One CDEPP coordinator confirmed that the district maintained a waiting list, but the

coordinator did not know the number of children on the list. One district confirmed that CDEPP-eligible children who are on the waiting list are being served in a half-day program until a space becomes available in a CDEPP classroom.

Greatest Challenges:

The survey concluded with an opportunity for the coordinators to reflect on the greatest challenges to the program. Based on the responses as documented below, maintenance of DSS licensure is the greatest challenge followed by funding. Space issues were only a concern to one-fourth of the schools. And, less than 10% of the districts expressed any concerns with recruiting and retaining quality teachers.

Greatest Challenges	Number of Districts Responding	%
Recruiting and retaining quality teachers	3 of 34	9%
Maintaining DSS licensure	26 of 34	76%
Having sufficient funding	20 of 34	59%
Providing classroom space to meet the demand	9 of 34	26%
Other :	2 of 34	6%
• Serving 4K students that wish to attend		
• Procedures for new start-up		

According to one CDEPP coordinator, maintaining DSS licensure involves the following procedures and ongoing updates. As new teachers, assistants and substitutes are hired, the district must submit the appropriate paperwork which includes fingerprinting and appropriate medical assessments. The primary costs to a district involve getting the staff fingerprinted and paying for their medical checkups and tuberculosis tests upon hiring. Prior to DSS visiting, the agency sends a renewal packet, advising the school on what information they will be seeking. Relicensure involves a \$60 cost for the DHEC inspection and an \$8.00 per staff member to release the information. DSS licensure also requires that teachers, assistants and directors get fifteen hours of recertification credit each year. The costs of the fifteen hours vary according to the workshops attended. One district estimates the cost at about \$400 per staff member.

Findings

The survey of CDEPP coordinators revealed the following:

1. Generally, CDEPP coordinators have multiple responsibilities. Only 30% of the respondents had job titles or positions that were exclusively dedicated to early childhood/family literacy. Most often, administration of CDEPP is delegated among several individuals in the district office as well as the school site.
2. Recruitment of children and families into CDEPP is generally a school function in CDEPP districts.
3. Coordinators cite maintaining DSS licensure as their greatest challenge. In analyzing the requirements to maintain DSS licensure, the issues of ongoing professional development, background checks and medical check-ups likely impact rural school districts due to limited transportation. The challenge seems to involve administrative oversight rather than significant financial costs.

4. Generally, CDEPP coordinators reported having sufficient funding for supplies and materials, transportation and professional development.
5. CDEPP coordinators documented expenses that were not covered by the initial \$10,000 allocation to equip new classrooms. Playground equipment was overwhelmingly cited as the greatest initial cost of implementing CDEPP.
6. Approximately 26% of the survey respondents noted that there was no collaboration with early childhood programs.

Recommendations

1. In districts that have significantly expanded CDEPP enrollment, the recruitment of children and families into the program occurred in districts where the district office handled the initial recruitment efforts. Districts that coordinate recruitment are able to use mass recruitment techniques. These districts still use schools to target specific at-risk populations. In districts with only one or two schools participating in CDEPP, recruitment of children may be just as effective if handled by the school.
2. To address professional development and licensure needs and to combat transportation issues in rural school districts, there is an opportunity to increase collaboration. There is a need to decentralize professional development opportunities and to expand on the delivery of professional development through technology. And, in obtaining appropriate documentation for DSS relicensure, efforts to facilitate the process in rural school districts should be pursued.

Section X

Findings and Recommendations

The goal of the Child Development Education Pilot Program (CDEPP) is to address school readiness of students in poverty. The annual evaluations of CDEPP provide information needed to determine effective implementation of the program. Currently, CDEPP provides 6.5 hours per day for 180 days per year of high-quality instruction to 4-year-olds eligible for the free or reduced-price lunch program and/or Medicaid and living in the trial and plaintiff districts in Abbeville County School District et al. vs. South Carolina. The expectation is that CDEPP will provide the developmental and educational support necessary for preschoolers who are at-risk for school failure to be better prepared for 5-year-old kindergarten. Both public schools and private centers are eligible to participate in CDEPP. The South Carolina Department of Education (SCDE) is the agency responsible for selecting qualified public school providers to participate in CDEPP and implement the program. The Office of First Steps to School Readiness (OFS) is the entity responsible for approving qualified non-public school providers to participate in CDEPP and implement the program. Since 2007, the Education Oversight Committee (EOC) working with an interdisciplinary team of evaluators from the University of South Carolina has issued yearly evaluation reports on CDEPP.

Because CDEPP is a **pilot program** and because the General Assembly has not enacted permanent legislation governing the program, the annual evaluations are important for demonstrating trends, improvements, and challenges with the implementation and expansion of the program. This year's evaluation highlights areas for improvement and evidence to support expansion of the program when state funds are available. The key findings are:

Summary of Findings

- More than three-fourths (78.0%) of 4-year-olds at-risk for school failure due to poverty are being served with a publicly-funded pre-kindergarten program in school districts implementing CDEPP. This contrasts with the remaining 48 school districts, where just over one-half (57.2%) of the 4-year-olds at-risk due to poverty are being served with a publicly-funded program. CDEPP has been successful in attracting parents and providers to serve this high-risk population in the Plaintiff school districts, and serves as a model for expansion to the remaining districts.
- There were common elements found in public and private centers that experienced significant expansion in the number of CDEPP children served between the first and second years of the program: (1) commitment by the organization and its leadership to implement and expand the program to improve early childhood education opportunities regardless of obstacles; (2) designation of at least one staff person for implementation and expansion of CDEPP; (3) intentionality in expansion including the recruitment of children, the securing of funds, and the preparation of classrooms; and (4) collaboration among public schools, child care providers, Head Start and other community entities whenever possible.
- CDEPP provides a model for public-private partnerships to serve educationally at-risk children. The program expanded extensively in 2007-08 compared to the initial pilot year in 2006-07; however, expansion in 2008-09 was limited. Only 44 additional CDEPP students were served in public school programs, and only 40 additional students were served by private providers. Still, in 2008-09 a total of 4,318 CDEPP-eligible students

were served in CDEPP classrooms -- 3,859 in public schools and 459 in private child care centers.

- Students benefit most from an educational program if the program is well implemented and the student participates in all program activities across the 180-day school year. Thus it is of interest to follow up on the extent to which CDEPP participants attend the complete 180-day program. The analysis of public school students' late entry into CDEPP and early withdrawal from it suggests that as many as one of ten CDEPP participants enroll in the program 10 or more days after the program starts, and nearly one of twelve participants withdraw from the program before the end of the school year (180th day). While data on late entry to CDEPP in private centers are not available, nearly one of eight CDEPP participants in the private program withdraws early. While the late entrance and early withdrawal of CDEPP students may severely restrict the educational progress of the students who do not experience the full-year program, it also can disrupt the instructional activities in CDEPP classrooms as teachers attempt to integrate and assist new students entering in mid-year to "catch up" with their classmates.
- Projections of the numbers of 4-year-olds and the numbers of 4-year-olds at-risk of school failure due to poverty (e.g., those eligible for the federal free- or reduced-price lunch program and/or Medicaid) by county through 2011-12 indicate that the overall number of 4-year-olds is projected to increase by 6.7% by 2012 and the percentage of 4-year-olds at-risk due to poverty is projected to increase by 4.9%. Nineteen counties will experience increases of 5% or more in the numbers of 4-year-olds by 2012, while 13 counties will experience 5% or greater decreases during this period. The number of at-risk 4-year-olds due to poverty is projected to increase 5% or more by 2012 in 15 counties, while the number of at-risk 4-year-olds is projected to decrease by 5% or greater in 13 counties.
- Although OFS and SCDE have made extensive efforts to improve the data collection process, problems remain with the completeness and accuracy of the data needed both to administer and to evaluate the program. For example, regarding pretest DIAL-3 data, in the dataset provided by the OFS 82% of the data included DIAL-3 pretest scores and 65% of the data provided by SCDE included DIAL-3 pretest scores.
- Total program expenditures for CDEPP were \$19.9 million in FY2008-09. The number of full-time equivalent students funded in 2008-09 increased by 10% in private CDEPP centers and by 3% in public schools with a total of 4,332 statewide. OFS carried forward \$501,209 in funds to provide CDEPP services in FY2009-10 while the SCDE carried forward \$2.4 million in funds to provide CDEPP services in FY2009-10.
- Total direct and indirect costs of administering CDEPP increased by 15% at the Office of First Steps to School Readiness and by 5% at the South Carolina Department of Education.
- Both student and finance data show the average number of CDEPP eligible students enrolled in private child care centers increased in 2008-09. The mean number of CDEPP eligible students in a CDEPP classroom in private child care centers was 11.8 in 2008-09, an increase from 9.3 in 2007-08. The number of private providers serving 5 or fewer CDEPP students declined in 2008-09, from 15 providers in 2007-08 to 6 providers in

2008-09, suggesting that participating private providers are moving to accept CDEPP and including additional children funded by CDEPP into their instructional programs.

- Two transactions that were unrelated to the implementation of CDEPP and that totaled approximately \$240,266.95 were mistakenly paid for with CDEPP funds by the Office of First Steps. OFS is working with the Comptroller General's Office to correct the mistake.
- A survey of CDEPP coordinators in school districts found that: (1) generally, CDEPP coordinators have multiple responsibilities with only 30% of the respondents with job titles or positions that were exclusively dedicated to early childhood/family literacy; (2) recruitment of children and families into CDEPP is generally a school function in CDEPP districts; (3) DSS licensure is the greatest challenge, an administrative rather than financial challenge; (4) most CDEPP coordinators reported having sufficient funding for supplies and materials, transportation and professional development; (5) the cost of retrofitting playgrounds was overwhelmingly cited as the greatest initial cost of implementing CDEPP that is not covered by the \$10,000 grant; and (6) approximately 26% of the survey respondents noted that there was no collaboration with other early childhood programs.
- Review of the professional development and technical assistance information provided by SCDE and OFS for CDEPP reveals that, most often, SCDE and OFS implement separate programs supporting their respective CDEPP personnel. To date, most information on professional development and technical assistance has been limited to process measures such as the number of hours of training, number of site visits, content of group trainings, and, at times, participant satisfaction. Although these measures are necessary, they are not sufficient to adequately evaluate the impact of efforts to enhance the CDEPP workforce.
- Analyses by income level of both the statewide data and the data from CDEPP-implementing districts indicated that students from lower-income families (free- or reduced-price lunch and/or Medicaid eligible) had significantly lower DIAL-3 pretest scores than students from higher-income families (pay lunch, not Medicaid eligible). This finding suggests that targeting students for preschool program services based on family income is an effective way to serve many children who have significant developmental needs. However, screening assessments such as the DIAL-3 also are needed to identify students having developmental delays who need additional diagnosis and educational services, regardless of family income. Analysis of the scores of public school pre-kindergarten students from families having incomes higher than the levels required for CDEPP eligibility revealed that approximately one-third of these students scored at or below the 25th percentile on two or more of the DIAL-3 subscales when they entered preschool, suggesting that these students also had developmental needs which would benefit from a high-quality full-day preschool educational program.
- With respect to individual preschool children's assessments, results for Cohort 3 during the fall of 2009 showed that upon the preschoolers' entry into CDEPP, their language on *PPVT 4* was in the 20th percentile, pre-academic achievement on the *WJ-III* was in the 29th percentile, and social behavior on the *BASC-2* was in the average range. It should be noted that these findings are comparable to previous results with Cohort 1 (2007-08) and Cohort 2 (2008-09). Finally, across the initial three years of CDEPP, the USC evaluation team has not found consistent initial differences between children served in public and private CDEPP classrooms.

- With respect to individual kindergarten children's assessments, results for Cohort 1 (2007-08) and Cohort 2 (2008-09) showed modest and meaningful improvements in school readiness for children who had been enrolled in CDEPP. Overall, analyses of child assessment information for the initial two cohorts of CDEPP students' showed positive gains toward national norms in their language, pre-academic, and social emotional skills. Again, the USC evaluation team has not found consistent differences across time between children served in public and private CDEPP providers for their kindergarten assessments.
- With respect to CDEPP classroom quality as measured on the *Classroom Assessment Scoring System (CLASS)*, results for Cohort 3 indicated that scores on two important dimensions, the *Emotional Support* and *Classroom Organization* domains are comparable to *CLASS* scores in previous national studies. Nevertheless, the mean score of the *Instructional Support* was lower than average scores reported in previous investigations. Although these results are preliminary, the finding indicates that future professional development for the CDEPP workforce may best be focused on enhancing instructional support with improvements in teaching-child interactions that target (a) children's conceptual development, (b) enhanced teacher feedback for student learning, and (c) increased teacher encouragements for children to use language.
- According to the DIAL-3 pretest results, CDEPP students started preschool at a lower skill level than their non-CDEPP peers. Data from two successive evaluation reports shows that CDEPP students are still at lower levels of risk than non-CDEPP peers when they enter a prekindergarten program.

Recommendations

1. Despite negative economic conditions, the General Assembly should continue funding CDEPP and when funds are available, expand the program in both public schools and private child care centers statewide. The modest yet meaningful gains made by students in CDEPP provide evidence of the program's success in better preparing these at-risk children for kindergarten. Furthermore, evidence exists that participating private providers are including additional CDEPP-eligible students into their instructional programs. And, based on an analysis of DIAL-3 results in 2008-2009, in order to serve the children whose developmental status makes them most in need of a full-day educational preschool program, student eligibility for CDEPP should be based on the current income requirements with the addition that students who are not income-eligible but who score at or below the 25th national percentile on two of the three DIAL-3 subscales (Language, Concepts, and Motor Skills) may also be served if funding permits.
2. With respect to continued expansion of CDEPP, the South Carolina Department of Education and the Office of First Steps to School Readiness should contract with personnel in those districts and private providers that have expanded student enrollment dramatically in recent years. The technical assistance from these individuals should be very helpful to administrators in other districts and private programs and overcome real and perceived "roadblocks" to future CDEPP expansion if funds are made available.
3. Following three years of evaluation, the South Carolina Department of Education has demonstrated efficient fiscal administration of CDEPP. The Office of First Steps to School Readiness has demonstrated a very hands-on coaching approach to technical

assistance and quality control in private CDEPP centers. The evaluation has previously recommended that one agency or entity administer the program. An alternative approach might include a more collaborative model for administering the future fiscal and professional development components of the program prior to statewide implementation.

4. In order to maximize resources and expand services, there exist opportunities for greater collaboration at the state and local levels.
 - The South Carolina Department of Education and local districts, particularly in rural settings, should develop and pilot a public-private transportation model to increase access to CDEPP.
 - The South Carolina Department of Education and the Office of First Steps to School Readiness should collaborate on implementing a formal model of professional development for the CDEPP workforce. Based on observations of CDEPP classrooms using the Classroom Assessment Scoring System (CLASS), the professional development should focus on enhanced instructional support for the CDEPP workforce.
5. The South Carolina Commission on Higher Education should fund a Center of Excellence for Professional Development to Enhance the Recruitment and Retention of Preschool Teachers in South Carolina's State Funded Pre-kindergarten Programs for Children at Risk for School Failure. A funded Center would work collaboratively with SCDE, OFS, school districts participating in CDEPP, and institutions of higher education, especially two-year colleges, to recruit and retain preschool teachers with both 2 and 4-year degrees in early childhood education.
6. The recurring funds for CDEPP should be moved from the general fund to the Education Improvement Act (EIA) fund with other funds in the EIA moved to the general fund. Because EIA revenues already support half-day programs for at-risk four-year-olds, funding CDEPP using EIA revenues would be consistent with prior legislative action. As the program expands, funds for the half-day program could be reallocated to a full-day program as well. Additional consolidation is also recommended by increasing the per child reimbursement rate by \$125 to cover the cost of supplies and materials while deleting the \$2,500 allocation per classroom.

APPENDICES

A thru K

Appendix A
Numbers of Four-Year-Old Students Served in State-Funded Preschool Programs
2008-2009 School Year, All School Districts
180-Day Unduplicated Counts
Table 1

DISTRICT	2009 Poverty Index	Census Population Estimate	Estimated Children in Poverty**	Public School Total 4K Served 2008-09	Public School Total Free or Reduced or Medicaid Served	Total Public School CDEPP Served (Student Data File)†	Total First Steps CDEPP Students Served†	Total Estimated Head Start Served	Total Estimated ABC Voucher Served	Total Served (ABC Voucher First Steps, Head Start, F/R or Medicaid)
ABBEVILLE	75.92	291	221	125	98	81	0	71	3	172
AIKEN	66.76	1948	1300	729	478			136	82	696
ALLENDALE	96.47	132	127	63	59	56	9	35	2	105
ANDERSON 1	52.07	720	375	257	164			64	35	263
ANDERSON 2	62.45	293	183	90	11			31	17	59
ANDERSON 3	75.68	204	154	65	34			26	14	74
ANDERSON 4	64.2	226	145	83	51			25	14	90
ANDERSON 5	64.32	958	616	223	194			105	58	357
BAMBERG 1	72.38	112	81	58	36	22	0	31	7	74
BAMBERG 2	95.79	67	64	35	32	29	0	24	5	61
BARNWELL 19	94.56	59	56	20	18	17	10	19	3	50
BARNWELL 29	79.94	70	56	20	20	20	0	19	3	42
BARNWELL 45*	74.08	184	136	61	48		20	47	7	122
BEAUFORT	62.41	2292	1430	652	628			130	31	789
BERKELEY	68.11	2531	1724	888	820	797	46	158	74	1098
CALHOUN	91.16	161	147	95	75			9	3	87
CHARLESTON	63.15	4850	3063	1530	1079			519	303	1901
CHEROKEE	74.85	680	509	338	230			72	50	352
CHESTER	75.72	418	317	122	85			99	35	219
CHESTERFIELD	77.47	543	421	208	155	79	8	145	23	331
CLARENDON 1	97.05	69	67	60	60	60	0	21	7	88
CLARENDON 2	88.1	240	211	109	87	87	16	67	22	192
CLARENDON 3	69.02	97	67	57	35	33	0	21	7	63
COLLETON	87.86	526	462	234	234			135	17	386
DARLINGTON	79.9	839	670	282	234			224	79	537
DILLON 1	84.06	66	55	37	28	29	39	11	8	86
DILLON 2	93.68	270	253	136	135	132	6	51	35	227
DILLON 3	79.19	127	101	88	66	66	1	20	14	101

DISTRICT	2009 Poverty Index	Census Population Estimate	Estimated Children in Poverty**	Public School Total 4K Served 2008-09	Public School Total Free or Reduced or Medicaid Served	Total Public School CDEPP Served (Student Data File)†	Total First Steps CDEPP Students Served†	Total Estimated Head Start Served	Total Estimated ABC Voucher Served	Total Served (ABC Voucher First Steps, Head Start, F/R or Medicaid)
DORCHESTER 2	53.07	1669	886	444	214		0	68	70	352
DORCHESTER 4	87.4	169	148	92	70			11	12	93
EDGEFIELD	69.77	258	180	127	89			52	9	150
FAIRFIELD	92.15	291	268	151	132			32	5	169
FLORENCE 1	69.25	1331	922	371	271	244	70	140	106	587
FLORENCE 2	76.23	105	80	76	57	57	0	12	9	78
FLORENCE 3	92.23	312	288	161	153	153	13	44	33	243
FLORENCE 4	94.19	76	72	38	38	37	13	11	8	70
FLORENCE 5	72.52	125	91	40	40	39	0	14	10	64
GEORGETOWN	72.51	735	533	346	260		0	96	33	389
GREENVILLE	56.01	6313	3536	1442	1086			325	268	1679
GREENWOOD50	69.8	685	478	281	176			135	31	342
GREENWOOD51	77.45	83	64	46	28			18	4	50
GREENWOOD52	61.92	122	76	45	27			22	5	54
HAMPTON 1	78.17	201	157	134	93	76	13	24	5	135
HAMPTON 2	95.04	85	81	22	20	20	2	12	3	37
HORRY	70.2	3302	2318	1264	1101			103	154	1358
JASPER	91.88	349	321	202	191	190	1	51	5	248
KERSHAW	64.61	805	520	227	128			74	16	218
LANCASTER	64.23	948	609	217	175			58	57	290
LAURENS 55	75.45	524	395	300	200	101	16	40	13	269
LAURENS 56	80.24	290	233	141	120	118	1	23	7	151
LEE	96.3	242	233	93	91	90	39	60	28	218
LEXINGTON 1	45.96	1415	650	385	170			54	82	306
LEXINGTON 2	71.15	569	405	271	163			34	51	248
LEXINGTON 3	74.23	134	99	79	44			8	13	65
LEXINGTON 4	83.13	212	176	196	149	148	0	15	22	186
LEXINGTON 5	37.64	1096	413	214	101		0	35	52	188
MCCORMICK	89.72	78	70	27	23	20	0	43	6	72
MARION 1	88.71	232	206	122	93	91	30	48	20	191
MARION 2	92.79	158	147	88	83	83	8	34	14	139
MARION 7	97.47	60	58	40	40	37	3	14	6	63
MARLBORO	91.74	329	302	152	131	69	0	105	10	246
NEWBERRY	73.99	523	387	152	116			107	25	248

DISTRICT	2009 Poverty Index	Census Population Estimate	Estimated Children in Poverty**	Public School Total 4K Served 2008-09	Public School Total Free or Reduced or Medicaid Served	Total Public School CDEPP Served (Student Data File)†	Total First Steps CDEPP Students Served†	Total Estimated Head Start Served	Total Estimated ABC Voucher Served	Total Served (ABC Voucher First Steps, Head Start, F/R or Medicaid)
OCONEE	67.21	848	570	220	196			60	56	312
ORANGEBURG3	94.96	284	270	176	154	150	1	38	13	206
ORANGEBURG	81.38	376	306	151	117	115	0	43	15	175
ORANGEBURG5	89.73	614	551	385	321	303	14	78	26	439
PICKENS	58.62	1349	791	424	279			95	89	463
RICHLAND 1	78.94	2438	1925	956	953			189	241	1383
RICHLAND 2	52.9	2517	1331	388	232			131	167	530
SALUDA*	75.91	244	185	39	28	0	16	78	10	132
SPARTANBURG	62.48	413	258	176	102			24	19	145
SPARTANBURG2	58.88	800	471	300	122			44	34	200
SPARTANBURG3	69.67	248	173	100	100			16	13	129
SPARTANBURG4	66.12	240	159	146	89			15	12	116
SPARTANBURG	59.17	612	362	234	142			34	26	202
SPARTANBURG	65.44	842	551	258	193			51	40	284
SPARTANBURG7	75.76	605	458	280	245			43	34	322
SUMTER 2	81.35	801	652	285	225			136	44	405
SUMTER 17	75.41	786	593	275	215			124	40	379
UNION	77.08	317	244	152	126			95	9	230
WILLIAMSBURG	95.93	433	415	211	207	205	64	68	29	368
YORK 1	67.49	408	275	174	82		0	41	22	145
YORK 2	40.73	500	204	235	82			31	17	130
YORK 3	59.16	1383	818	349	78			123	67	268
YORK 4	23.73	755	179	48	5			27	15	47
UNKNOWN							0	46		46
TOTAL		60612	40154	20613	15360	3854	459	5867	3188	24874

* Plaintiff district NOT participating in CDEPP program.

** Children in Poverty includes children eligible for the Federal free- or reduced-price lunch program and/or Medicaid services.

† Students actively enrolled in program, 180th day data.

†† Count of students attending full 180 days of instruction

BOLD type face indicates plaintiff district; *Italicized type face* indicates trial district.

Appendix A
Numbers of Four-Year-Old Students Served in State-Funded Preschool Programs
2008-2009 School Year, 37 Plaintiff School Districts
180-Day Unduplicated Counts
Table 2

DISTRICT	2009 Poverty Index	Census Population Estimate	Estimated Children in Poverty**	Public School Total Free or Reduced or Medicaid Served	Total Public School CDEPP Served (Student data file))†	Total First Steps CDEPP Students Served†	Total Estimated Head Start Served	Total Estimated ABC Voucher Served	Total Served (ABC Voucher First Steps, Head Start, F/R or Medicaid)
ABBEVILLE	75.92	291	221	98	81	0	71	3	172
ALLENDALE	96.47	132	127	59	56	9	35	2	105
BAMBERG 1	72.38	112	81	36	22	0	31	7	74
BAMBERG 2	95.79	67	64	32	29	0	24	5	61
BARNWELL 19	94.56	59	56	18	17	10	19	3	50
BARNWELL 29	79.94	70	56	20	20	0	19	3	42
BARNWELL 45*	74.08	184	136	48		20	47	7	122
BERKELEY	68.11	2531	1724	820	797	46	158	74	1098
CHESTERFIELD	77.47	543	421	155	79	8	145	23	331
CLARENDON 1	97.05	69	67	60	60	0	21	7	88
CLARENDON 2	88.1	240	211	87	87	16	67	22	192
CLARENDON 3	69.02	97	67	35	33	0	21	7	63
DILLON 1	84.06	66	55	28	29	39	11	8	86
DILLON 2	93.68	270	253	135	132	6	51	35	227
DILLON 3	79.19	127	101	66	66	1	20	14	101
FLORENCE 1	69.25	1331	922	271	244	70	140	106	587
FLORENCE 2	76.23	105	80	57	57	0	12	9	78
FLORENCE 3	92.23	312	288	153	153	13	44	33	243
FLORENCE 4	94.19	76	72	38	37	13	11	8	70
FLORENCE 5	72.52	125	91	40	39	0	14	10	64
HAMPTON 1	78.17	201	157	93	76	13	24	5	135
HAMPTON 2	95.04	85	81	20	20	2	12	3	37
JASPER	91.88	349	321	191	190	1	51	5	248
LAURENS 55	75.45	524	395	200	101	16	40	13	269
LAURENS 56	80.24	290	233	120	118	1	23	7	151
LEE	96.3	242	233	91	90	39	60	28	218
LEXINGTON 4	83.13	212	176	149	148	0	15	22	186
MCCORMICK	89.72	78	70	23	20	0	43	6	72

DISTRICT	2009 Poverty Index	Census Population Estimate	Estimated Children in Poverty**	Public School Total Free or Reduced or Medicaid Served	Total Public School CDEPP Served (Student data file))†	Total First Steps CDEPP Students Served†	Total Estimated Head Start Served	Total Estimated ABC Voucher Served	Total Served (ABC Voucher First Steps, Head Start, F/R or Medicaid)
MARION 1	88.71	232	206	93	91	30	48	20	191
MARION 2	92.79	158	147	83	83	8	34	14	139
MARION 7	97.47	60	58	40	37	3	14	6	63
MARLBORO	91.74	329	302	131	69	0	105	10	246
ORANGEBURG3	94.96	284	270	154	150	1	38	13	206
ORANGEBURG4	81.38	376	306	117	115	0	43	15	175
ORANGEBURG5	89.73	614	551	321	303	14	78	26	439
SALUDA*	75.91	244	185	28	0	16	78	10	132
WILLIAMSBURG	95.93	433	415	207	205	64	68	29	368
UNKNOWN						0	46		46
TOTAL		11518	9199	4317	3854	459	1781	618	7175

* Plaintiff district NOT participating in CDEPP program.

** Children in Poverty includes children eligible for the Federal free- or reduced-price lunch program and/or Medicaid services.

† Students actively enrolled in program, 180th day data.

†† Count of students attending full 180 days of instruction.

BOLD type face indicates plaintiff district; *Italicized* type face indicates trial district.

Appendix A
Numbers of Four-Year-Old Students Served in State-Funded Preschool Programs
2008-2009 School Year, 35 School Districts Participating in Child Development Education Program (CDEPP)
180-Day Unduplicated Counts
Table 3

DISTRICT	2009 Poverty Index	Census Population Estimate	Estimated Children in Poverty**	Public School Total 4K Served 2008-09	Public School Total Free or Reduced or Medicaid Served	Total Public School CDEPP Served (Student Data File) [†]	Total First Steps CDEPP Students Served [†]	Total Estimated Head Start Served	Total Estimated ABC Voucher Served	Total Served (ABC Voucher First Steps, Head Start, F/R or Medicaid)
ABBEVILLE	75.92	291	221	125	98	81	0	71	3	172
ALLENDALE	96.47	132	127	63	59	56	9	35	2	105
BAMBERG 1	72.38	112	81	58	36	22	0	31	7	74
BAMBERG 2	95.79	67	64	35	32	29	0	24	5	61
BARNWELL 19	94.56	59	56	20	18	17	10	19	3	50
BARNWELL 29	79.94	70	56	20	20	20	0	19	3	42
BERKELEY	68.11	2531	1724	888	820	797	46	158	74	1098
CHESTERFIELD	77.47	543	421	208	155	79	8	145	23	331
CLARENDON 1	97.05	69	67	60	60	60	0	21	7	88
CLARENDON 2	88.1	240	211	109	87	87	16	67	22	192
CLARENDON 3	69.02	97	67	57	35	33	0	21	7	63
DILLON 1	84.06	66	55	37	28	29	39	11	8	86
DILLON 2	93.68	270	253	136	135	132	6	51	35	227
DILLON 3	79.19	127	101	88	66	66	1	20	14	101
FLORENCE 1	69.25	1331	922	371	271	244	70	140	106	587
FLORENCE 2	76.23	105	80	76	57	57	0	12	9	78
FLORENCE 3	92.23	312	288	161	153	153	13	44	33	243
FLORENCE 4	94.19	76	72	38	38	37	13	11	8	70
FLORENCE 5	72.52	125	91	40	40	39	0	14	10	64
HAMPTON 1	78.17	201	157	134	93	76	13	24	5	135
HAMPTON 2	95.04	85	81	22	20	20	2	12	3	37
JASPER	91.88	349	321	202	191	190	1	51	5	248
LAURENS 55	75.45	524	395	300	200	101	16	40	13	269
LAURENS 56	80.24	290	233	141	120	118	1	23	7	151
LEE	96.3	242	233	93	91	90	39	60	28	218
LEXINGTON 4	83.13	212	176	196	149	148	0	15	22	186
MCCORMICK	89.72	78	70	27	23	20	0	43	6	72
MARION 1	88.71	232	206	122	93	91	30	48	20	191

DISTRICT	2009 Poverty Index	Census Population Estimate	Estimated Children in Poverty**	Public School Total 4K Served 2008-09	Public School Total Free or Reduced or Medicaid Served	Total Public School CDEPP Served (Student Data File) [†]	Total First Steps CDEPP Students Served [†]	Total Estimated Head Start Served	Total Estimated ABC Voucher Served	Total Served (ABC Voucher First Steps, Head Start, F/R or Medicaid)
MARION 2	92.79	158	147	88	83	83	8	34	14	139
<i>MARION 7</i>	97.47	60	58	40	40	37	3	14	6	63
MARLBORO	91.74	329	302	152	131	69	0	105	10	246
<i>ORANGEBURG 3</i>	94.96	284	270	176	154	150	1	38	13	206
ORANGEBURG 4	81.38	376	306	151	117	115	0	43	15	175
ORANGEBURG 5	89.73	614	551	385	321	303	14	78	26	439
WILLIAMSBURG	95.93	433	415	211	207	205	64	68	29	368
UNKNOWN							0	46		46
TOTAL		11090	8878	5030	4241	3854	423	1656	601	6921

* Plaintiff district NOT participating in CDEPP program.

** Children in Poverty includes children eligible for the Federal free- or reduced-price lunch program and/or Medicaid services.

† Students actively enrolled in program, 180th day data.

†† Count of students attending full 180 days of instruction

BOLD type face indicates plaintiff district; *Italicized* type face indicates trial district.

Appendix B
Methodology for Estimation and Projection of Numbers of 4-Year-Olds and
Numbers of 4-Year-Olds Eligible for Federal Lunch Programs and/or Medicaid
By County

Methodology

The purpose of this analysis was to estimate the numbers of 4-year-old children living in South Carolina, by county, in 2008-09 and to project the numbers of four-year-olds for the 2009-10, 2010-11, and 2011-12 school years. Additionally, estimates of the numbers of children in poverty (eligible for the federal free- or reduced-price lunch program and/or eligible for Medicaid services) in 2008-09 and projections of those numbers for 2009-10, 2010-11, and 2011-12 were completed.

Data Sources

The data used for the projections and estimations were provided by the Office of Research and Statistics, SC Budget and Control Board. Two sets of data were used:

1. Estimates from the US Census Bureau of the numbers of children aged 0 to 5 years residing in each county for the years 2000 through 2009;
2. Estimates, by school district, of the total number of students (grades K-12) for the school years 2004-2005, 2005-2006, 2006-07, 2007-08, and 2008-09;
3. Estimates, by school district, of the number of students (grades K-12) eligible for the federal free- or reduced-price lunch program and/or who received Medicaid services at any time during the current or previous two years for the school years 2004-2005, 2005-2006, 2006-07, 2007-08, and 2008-09.

Estimation and Projection of Numbers of 4-Year-Olds By County

The first task was to estimate the numbers of 4-year-olds residing in each county for the years 2000 through 2009, since the counts provided in the Census data were inclusive of children aged 0 through 5 years. Based on reviewing several cohorts of children in the data from age 0 through 5, the estimated proportions of four year olds ranged from 19.79% to 20.21% of the total number of children aged 0 through 5 years, so the following assumption was made:

Assumption 1: There are equal proportions of children aged 0, 1, 2, 3, 4, or 5 years in each yearly county population estimate.

Following this assumption, the number of 4-year-olds was estimated for each county for the years 2000 through 2009 by multiplying each zero- to five-year old population estimate by 0.2; the product is the estimate of the number of 4-year-olds in each county for that year.

The estimates of the numbers of 4-year-olds by county for each year were then used to project numbers of four-year-olds for 2008-09, 2009-10, 2010-11, and 2011-12 by averaging growth over a three-year period. To project counts for 2009-10, data from 2007, 2008, and 2009 were averaged using the following method:

1. Subtract the estimated number of 4-year-olds in 2007 from the number in 2009;
2. Divide the difference by 2 to calculate the average change (keep the sign of the difference);

3. Add the difference to the 2009 estimate to project the 2010 count.

The same methodology was used to project the 2011 counts (average change from 2008 to 2010) and the 2012 counts (average change from 2009 to 2011). Projected numbers of students were rounded to integers.

Estimation and Projection of Numbers of 4-Year-Olds Eligible for the Federal Lunch Program and/or Medicaid By County

The poverty and enrollment data from file #3 listed above were re-aggregated from the district to the county level for the school years 2004-2005, 2005-2006, 2006-07, 2007-08, and 2008-09. The percentage of students eligible for the federal lunch program and/or receiving Medicaid services over the three-year period was then calculated for each county for each school year. The percentages of students in poverty were then projected for the 2009-10, 2010-11, and 2011-12 school years by averaging the change in poverty percentage over a three-year period using the same methodology as for projecting the numbers of 4-year-olds by county. For example, the poverty level for each county was projected for the 2009-10 school year by averaging the change between the 2006-2007 and 2008-09 school years and adding the average change to the 2008-09 poverty percentage.

The numbers of students in poverty were then projected based on the following assumption:

Assumption 2: The poverty rate for 4-year-olds in a county is the same as the poverty rate for children aged 5 through 17 years (grades K-12) in the county.

Following Assumption 2, the number of 4-year-olds in poverty in each county was projected for the years 2009-10 through 2011-12 by multiplying the total number of 4-year-olds projected to live in the county by the projected poverty index and rounding the product to an integer value.

Appendix C
FY 2008-09 CDEPP Expenditures

Office of First Steps to School Readiness

Mini	Adjusted	Object	
Code	Appropriation	Code	Expenditure *
8823	\$3,200,000.00	100	\$298,042.17
		200	\$142,210.26
		300	\$21,916.56
		400	\$3,956.54
		500	\$7,580.95
		1300	\$73,513.77
		1700	<u>\$2,382,096.74</u>
			\$2,929,316.99

South Carolina Department of Education

Mini	Adjusted	Object	
Code	Appropriation	Code	Expenditure
8823	\$3,668,470.00	200	\$4,382.41
		1700	<u>\$1,247,302.23</u>
			\$1,251,684.64
9125	\$15,774,750.00	1700	<u>\$15,774,750.00</u>
			\$15,774,750.00
8414	\$177,891.99	200	\$145,592.08
		300	\$9,388.93
		500	\$10,410.98
		1800	<u>\$12,500.00</u>
			\$177,891.99

Source: Office of the Comptroller General, Monthly Expenditure Reports.

* The Office of First Steps informed the evaluation team \$240,266.95 that two transactions were mistakenly charged to Mini Code 8823.

Appendix D
FY 2008-09 CDEPP Allocations to Private Providers

	Total Appropriation to First Steps for 4K Expansion:									\$3,200,000				\$3,200,000
							Projected Expenditures				Actual			
#	Program Name	City	County	Verified Number of Classrooms	Verified Enrolled Students	Verified Transp Students	Instruction	Materials	Transp	TOTAL	Instruction	Materials	Transp	Invoices Paid
1	Kids R Us	Allendale	Allendale	1	7	6	\$ 28,651	\$ 2,500	\$ 3,300	\$ 34,451	\$ 23,558	\$ 2,478	\$ 3,156	\$ 29,191
2	AAA New Jerusalem Daycare Center	Barnwell	Barnwell	1	21	21	85,953	2,500	11,550	100,003	81,728	1,809	8,182	91,719
3	Bedford's Stay-n-Play	Barnwell	Barnwell	1	17		69,581	2,500	-	72,081	48,586	2,245	717	51,548
4	Betty's Daycare	St. Stephens	Berkeley	1	10	10	40,930	2,500	5,500	48,930	33,074	9,391	3,645	46,110
5	The Sunshine House #106	Monck's Corner	Berkeley	1	16		65,488	2,500	-	67,988	32,950	2,215		35,165
6	Toni's Childcare	Monck's Corner	Berkeley	1	3		12,279	n/a	-	12,279	864			864
7	The Sunshine House #29	North Charleston	Charleston	1	9		36,837	2,500	-	39,337	28,584	1,821		30,405
8	Foster's Childcare Center, Inc.	Charleston	Charleston	1	11	10	45,023	2,500	5,500	53,023	40,614	1,757	5,395	47,766
9	West Ashley Learning Hub	Charleston	Charleston	1	7		28,651	2,500	-	31,151	22,308	1,167		23,474
10	First Presbyterian CDC	Pageland	Chesterfield	1	3		12,279	10,000	-	22,279	6,640	8,092		14,732
11	Giggles and Wiggles Academy	Pageland	Chesterfield	1	10		40,930	2,500	-	43,430	31,995	1,069		33,064
12	The Wee Academy Learning Center	Manning	Clarendon	1	16	9	65,488	2,500	4,950	72,938	61,466	2,134	4,728	68,328
13	Prosperity Child Care	Lamar	Darlington	1	11	11	45,023	2,500	6,050	53,573	42,008	2,445	3,607	48,061
14	Little Treasures	Dillon	Dillon	1	15		61,395	10,000	-	71,395	61,395	9,960		71,355
15	Pee Dee CAP Headstart (Hamer Canaan)	Dillon	Dillon	1	16	16	65,488	2,500	8,800	76,788	51,620	9,985	6,946	68,551
16	Pee Dee CAP Headstart (Whittaker)	Whittaker	Dillon	1	14	13	57,302	2,500	7,150	66,952	43,229	2,432	5,817	51,478
17	Gail and Terry Richardson Ctr. for the Child	Florence	Florence	1	12		49,116	10,000	-	59,116	32,291	10,000		42,291
18	Angel's Inn Daycare	Florence	Florence	1	14	14	57,302	2,500	7,700	67,502	53,257	2,364	4,841	60,462
19	Zion Canaan Child Development Center	Timmons ville	Florence	1	17		69,581	2,500	-	72,081	58,533	1,305		59,838

	Total Appropriation to First Steps for 4K Expansion:		County	Verified Number of Classrooms	Verified Enrolled Students	Verified Transp Students					\$3,200,000				\$3,200,000
	Program Name	City					Projected Expenditures				Actual			Invoices Paid	
#							Instruction	Materials	Transp	TOTAL	Instruction	Materials	Transp		
20	Excellent Learning Preschool, Inc.	Florence	Florence	1	15		\$ 61,395	\$ 2,500	-	\$ 63,895	\$56,304	\$2,462		\$58,766	
21	Melva's Daycare	Lake City	Florence	1	2	1	8,186	2,500	550	11,236	1,478			1,478	
22	The Sunshine House #30	Florence	Florence	1	17		69,581	2,500	-	72,081	63,536	2,466		66,002	
23	Pee Dee CAP Headstart (Thelma Brown)	Florence	Florence	1	10	10	40,930	2,500	5,500	48,930	40,318	2,400	5,425	48,143	
24	Little Smurf Child Development Center	Andrews	Georgetown	1	23	21	94,139	5,000	11,550	110,689	83,524	2,891	11,239	97,655	
25	Children's Keeper	Hampton	Hampton	1	7		28,651	2,500	-	31,151	21,586	2,485		24,071	
26	The Mellon Patch	East Hampton	Hampton	1	10		40,930	2,500	-	43,430	39,954	2,437		42,391	
27	Kids N Company	Laurens	Laurens	1	23		94,139	10,000	-	104,139	77,304	9,999		87,303	
28	Bishopville Lee Child Care Center Inc.	Bishopville	Lee	1	30		122,790	12,500	-	135,290	122,790	8,496		131,286	
29	Lynchburg-Elliott CDC	Lynchburg	Lee	1	7		28,651	2,500	-	31,151	23,924	1,675		25,599	
30	Agapeland Daycare Center	Marion	Marion	1	13	7	53,209	2,500	3,850	59,559	25,401	2,218	2,785	30,403	
31	Pleasant Grove Academy	Marion	Marion	1	9		36,837	10,000	-	46,837	33,951	10,000		43,950	
32	Troy Johnson Learning Center	Mullins	Marion	1	13	12	53,209	2,500	6,600	62,309	46,685	2,040	6,282	55,007	
33	McGills Bundles of Joy	Marion	Marion	1	17		69,581	2,500	-	72,081	66,859	2,394		69,252	
34	Happyland Child Development Center	Orangeburg	Orangeburg	1	3	1	12,279	2,500	550	15,329	9,255	2,047	474	11,777	
35	Kelly's Kids	Orangeburg	Orangeburg	1	3	2	12,279	2,500	1,100	15,879	6,049	1,118	312	7,479	
36	Kids in Motion	Orangeburg	Orangeburg	1	8		32,744	2,500	-	35,244	15,168	1,936		17,103	
37	SC State Child Development/Learning Center	Orangeburg	Orangeburg	1	7		28,651	2,500	-	31,151	24,558	2,500		27,058	
38	ABC Academy	Saluda	Saluda	1	18	2	73,674	2,500	1,100	77,274	59,124	2,436	741	62,300	
39	Doodle Bug Academy	Lake City	Williamsburg	1	20		81,860	2,500	-	84,360	57,191	2,016		59,207	
40	Graham's Enhancement	Kingstree	Williamsburg	1	8	8	\$32,744	\$2,500	\$ 4,400	\$ 39,644	\$23,536	\$2,499	\$ 3,167	\$29,202	

Total Appropriation to First Steps for 4K Expansion:				Verified Number of Classrooms	Verified Enrolled Students	Verified Transp Students				\$3,200,000				\$3,200,000
		Projected Expenditures					Actual							
#	Program Name	City					Instruction	Materials	Transp	TOTAL	Instruction	Materials	Transp	Invoices Paid
41	Kindale Park Day Care	Kingstree	Williamsburg	1	5		\$20,465	\$2,500	-	\$ 22,965	\$16,691	\$2,237		\$18,928
42	Little Miss Muffet Day Care	Kingstree	Williamsburg	1	6		24,558	2,500	-	27,058	20,562	2,313		22,875
43	Nesmith Community Day Care Center	Nesmith	Williamsburg	1	7	7	28,651	2,500	3,850	35,001	22,717	2,500	3,057	28,274
44	Wilson's Daycare and Learning Center	Kingstree	Williamsburg	2	20	20	81,860	5,000	11,000	97,860	72,018	4,429	9,688	86,135
				45	530	201	\$2,169,290	\$160,000	\$ 110,550	\$ 2,439,840	\$1,785,180	\$ 150,662	\$ 90,204	\$ 2,026,046

Source: Office of First Steps to School Readiness.

Appendix E
FY2008-09 Wrap-Around Services in Private CDEPP Centers

Name of Center	# of Children in After School Care
Kids R Us	0
Bedford's Stay and Play	4
AAA	4
Sunshine House #106	4
Betty's Daycare	1
Sunshine House #29	6
West Ashley Learning Hub	7
Foster's	10
Giggles and Wiggles	3
First Presbyterian	3
Wee Academy	10
Prosperity	0
Little Treasures	14
PD CAP Head Start (Hamer)	0
PD CAP Head Start (Whittaker)	5
PD CAP Head Start (Thelma Brown)	3
Excellent	3
Melva's	0
Angel's Inn	7
Gail and Terry Richardson Center	0
Sunshine House #30	4
Zion Canaan	12
Little Smurf's	3
Children's Keeper	2
Mellon Patch	10
Kids N Company	8
Bishopville Lee	18
Lynchburg-Elliott	4
Agapeland	5
McGill's Bundles of Joy	16
Troy-Johnson	12
Pleasant Grove	9
Happyland	4
Kids in Motion	2
SCSU	6
ABC Academy	6
Graham's	0
Kindale Park	3
Little Miss Muffet	4
Nesmith	5
Wilson's	17
Doodle Bug	10
Total Students in After School Care	244

Source: Office of First Steps to School Readiness

Appendix F
Fiscal Year 2008-09 Allocations to School Districts

	District	Instruction	Materials & Supplies	Trans- portation	Professional Development	TOTAL	# Classes	# FTEs *	# Transported
1	Abbeville	\$318,685.90	\$12,500		\$4,000	\$335,185.90	5	78	0
2	Allendale	\$218,704.52	\$12,500		\$4,000	\$235,204.52	5	53	38
3	Bamberg 1	\$81,860.00	\$3,000		\$1,600	\$86,460.00	2	20	7
4	Bamberg 2	\$118,424.72	\$5,000		\$1,600	\$125,024.72	2	29	1
5	Barnwell 19	\$69,285.78	\$2,500		\$800	\$72,585.78	1	17	8
6	Barnwell 29	\$88,159.58	\$2,500		\$800	\$91,459.58	1	22	0
7	Berkeley	\$3,387,819.58	\$107,500		\$34,400	\$3,529,719.58	43	828	509
8	Chesterfield	\$320,551.38	\$10,000		\$3,200	\$333,751.38	4	78	50
9	Clarendon 1	\$241,692.66	\$7,500		\$2,400	\$251,592.66	3	59	1
10	Clarendon 2	\$348,519.98	\$12,500		\$4,000	\$365,019.98	5	85	37
11	Clarendon 3	\$138,139.30	\$7,500		\$2,400	\$148,039.30	3	34	0
12	Dillon 1	\$122,472.44	\$5,000		\$1,600	\$129,072.44	2	30	16
13	Dillon 2	\$562,516.72	\$17,500		\$5,600	\$585,616.72	7	137	38
14	Dillon 3	\$262,954.36	\$12,500		\$4,000	\$279,454.36	5	64	44
15	Florence 1	\$1,051,524.22	\$47,500		\$16,000	\$1,115,024.22	20	257	14
16	Florence 2	\$227,572.12	\$10,000	\$10,730	\$3,200	\$251,502.12	4	56	**
17	Florence 3	\$687,976.10	\$22,500		\$7,200	\$717,676.10	9	168	41
18	Florence 4	\$152,033.24	\$5,000		\$1,600	\$158,633.24	2	37	35
19	Florence 5	\$162,696.90	\$5,000		\$1,600	\$169,296.90	2	40	
20	Hampton 1	\$314,913.66	\$10,000		\$3,200	\$328,113.66	4	77	70
21	Hampton 2	\$115,153.41	\$5,000		\$1,600	\$121,753.41	2	28	
22	Jasper	\$781,675.84	\$25,000		\$8,000	\$814,675.84	10	191	157
23	Laurens 55	\$437,203.98	\$22,500		\$7,200	\$466,903.98	9	107	40
24	Laurens 56	\$491,255.56	\$17,500		\$5,600	\$514,355.56	7	120	54
25	Lee	\$375,264.02	\$12,500		\$4,000	\$391,764.02	5	92	37
26	Lexington 4	\$624,391.06	\$22,500		\$7,200	\$654,091.06	9	153	95
27	McCormick	\$77,085.80	\$2,500		\$800	\$80,385.80	1	19	
28	Marion 1	\$367,939.74	\$15,000		\$4,800	\$387,739.74	6	90	67
29	Marion 2	\$324,486.80	\$12,500		\$4,000	\$340,986.80	5	79	
30	Marion 7	\$167,155.54	\$7,500		\$2,400	\$177,055.54	3	41	43
31	Marlboro	\$229,755.16	\$12,500		\$4,000	\$246,255.16	5	56	11
32	Orangeburg 3	\$574,868.94	\$22,500		\$7,200	\$604,568.94	9	140	53
33	Orangeburg 4	\$465,877.72	\$17,500		\$6,400	\$489,777.72	8	114	14
34	Orangeburg 5	\$1,208,127.40	\$45,000		\$14,400	\$1,267,527.40	18	295	
35	Williamsburg	\$829,428.04	\$30,000		\$9,600	\$869,028.04	12	203	70
	TOTAL:	\$15,946,172.17	\$588,000	\$10,730	\$190,400	\$16,735,302.17	238	3,896	1,550

Source: Monthly Payments to School Districts, 2008-09, as reported by the State Department of Education
<http://ed.sc.gov/agency/offices/finance/monthlypayments/index.html>.

* FTEs refers to "full-time equivalent students" and is defined as the total amount of reimbursements for instructional services divided by the maximum reimbursement rate.

**** Florence 2 is allocated \$10,730 to transport children in collaboration with the Florence County Head Start.**

Appendix G

Student Assessment Methods and Results in Detail

The South Carolina General Assembly requested that the Education Oversight Committee (EOC) conduct an evaluation of the Child Development Education Pilot Program (CDEPP). The South Carolina Legislature also requested child outcome measures related to the new publicly funded preschool initiative. Analyses of child screening and child assessment were planned, collected, and analyzed by an independent evaluation team from USC who worked collaboratively with research personnel in the EOC. Given the legislative mandate to evaluate the newly funded preschool programs and the need to carefully evaluate publicly funded educational programs, we implemented a five-year project to systematically evaluate the implementation and participant results of CDEPP. After the initial year in pilot testing an individual child assessment protocol, we selected an assessment protocol for the evaluation of 150 preschoolers from public school and private center CDEPP classrooms in the autumn of their preschool and kindergarten years of education. The assessment protocol was first used with Cohort 1 (2007-2008) in autumn of their CDEPP enrollment. Since then the protocol has been used in the two succeeding years for new CDEPP sample cohorts as well as the assessment of kindergarteners who were members of the earlier two cohorts.

Assessment Instruments Employed for Individually and Developmentally Appropriate Assessment of Preschoolers and Kindergarteners

During the spring 2007 pilot test of child assessments, we examined the following five assessments for preschool children: *Peabody Picture Vocabulary Test 4th Edition (PPVT 4)* (Dunn & Dunn, 2005); *Expressive Vocabulary Test 2 (EVT 2)* (Williams, 2005); *Woodcock-Johnson III Preschool Battery (WJ-III)* (Woodcock, McGrew, & Mather, 2001); *Behavior Assessment System for Children, Second Edition (BASC-2)* (Reynolds & Kamphaus, 2004); and *Get It, Got It, Go!* (Emergent Literacy Assessment, University of Minnesota). Following the spring pilot testing, based on our experiences and analyses of individual child administration time and data yielded from the five assessments, we chose three primary assessment tools. The final assessment protocol for the evaluation of CDEPP includes two individually administered assessments of children's developmental and educational status (i.e., *PPVT 4*, *WJ-III*) and one teacher report behavioral scale of children's social competence (*BASC-2*) (ie, social skills and problem behaviors).

The *PPVT 4* is an un-timed, individually administered, norm-referenced measure designed to assess receptive vocabulary and word comprehension for persons aged 2 years 6 months through 90 years. Since development of the original edition in the 1950s, the *PPVT 4* has become one of the more commonly used individual language development tests in the United States. The *PPVT 4* is the most current edition, which was published in 2006. The *PPVT 4* is a well-known and psychometrically sound assessment of children's receptive vocabulary. Moreover, children's receptive vocabulary is related to subsequent language development and school readiness. The *PPVT 4* has been employed widely in evaluation studies of preschool children and yields an overall standard score with a mean of 100 and a standard deviation of 15.

The *WJ-III* is an un-timed, individually administered, norm-referenced measure designed to assess oral language and achievement for persons aged 2 years through 90 years. The *WJ-III* results may be used in screening for diagnosis of learning disorders, assessing educational growth, program evaluation, educational programming, and longitudinal research. For preschool-aged children, the standard battery of the *WJ-III* is comprised of six subtests. Each subtest yields its own standard score with a mean of 100 and a standard deviation of 15. The results of these subtests can be combined to produce three composite achievement scores. The *WJ-III* has been used widely in evaluation studies of preschool children. Subtests and

composite scores are described in the *Essentials of WJ III® Tests of Achievement Assessment* (Mather, Wendling, & Woodcock, 2001) and include:

- *Letter-Word Identification* requires identifying and pronouncing isolated letters and words.
- *Story Recall* requires listening to passages of gradually increasing length and complexity and then recalling the story elements.
- *Understanding Directions* includes pointing to various objects in a picture after listening to instructions that increase in linguistic complexity.
- *Spelling* initially measures prewriting skills such as drawing lines and tracing letters. Subsequent sets of items require the writing of letters and spelling of words that are presented orally.
- *Passage Comprehension* initially involves symbolic learning with items requiring one to point to the picture described by a written phrase.
- *Applied Problems* requires the person to analyze and solve math problems.
- *WJ Oral Language* is a composite of the *Story Recall* and *Understanding Directions* subtests and is designed as a broad measure of oral language.
- *WJ Achievement* is a composite of *Letter-Word Identification*, *Spelling*, *Passage Comprehension*, and *Applied Problems*. This scale is designed as a general measure of achievement.
- *WJ Reading* is a composite of *Letter-Word Identification* and *Passage Comprehension* and is designed as a broad measure of reading achievement.

In addition to the *PPVT 4* and *WJ-III* individually administered tests, the *BASC-2* was used to assess students' social competence in the spring and fall of 2007. Teacher rating scale protocols were provided to students' lead teachers to gather information on the children's behaviors that might affect school functioning. The 100-item teacher report questionnaire yields T-scores with a mean of 50 and a standard deviation of 10. The *BASC-2* has been employed widely in the assessment of preschool children's social competence. Scores for the subscales of the *BASC-2* include:

- *Behavioral Symptoms Index*: a composite of the *BASC-2* internalizing and externalizing behavior problems scales that measures overall behavior and general functioning.
- *Adaptability*: a measure of the ability to adjust to changes in routine, shifting between activities, adapting to interactions with others.
- *Functional Communication*: an assessment of expressive and receptive communication skills.
- *Social Skills*: a measurement of social skills functioning and social behaviors.

Selection of CDEPP Cohort 3 (Fall 2009)

During the autumn of 2009, members of the evaluation team, which was led by Dr. Fred Greer, a school psychologist, administered individual assessments to 150 preschoolers participating in CDEPP. Seventy-four percent (74%) of the children were students from public school classrooms and 26% were children enrolled in private center classrooms. Although this ratio of public school to private center students does not mirror the overall proportions of children served through CDEPP in public and private settings, it was chosen to reflect the difference in those proportions while obtaining a sufficient sample of private center students to meaningfully describe their demographic and achievement characteristics.

Public school districts participating in CDEPP were divided into two groups based on the number of children served in CDEPP classrooms (i.e., large vs. small numbers of students in the district funded through CDEPP). Nineteen school sites were randomly chosen from among the districts serving smaller numbers of CDEPP students. Eighteen districts were represented among these sample sites (Two selected schools were in the same district). Eighteen school sites were then selected from among the group of districts serving larger numbers of CDEPP students. These sample sites were situated within nine districts. At each of the 37 sample schools, three students were randomly selected from among all preschoolers funded through CDEPP. Gender balance among the sample of 111 students was maintained by alternating from selection of two males and one female at one site to one male and two females at the next site.

Preschoolers enrolled through CDEPP in private centers were also selected randomly. However, because three students were needed for testing from each site, only private centers with five or more preschoolers funded by CDEPP were included in the selection process. Similar to the public school selection of students, once thirteen programs were selected, three students - again, with the attempt to alternate between gender groupings - were randomly drawn from each center's roster.

To ensure comparability among assessment results, the evaluation team decided to test only those students whose first language was English. Students with individual educational programs for any reason other than speech were also exempted from selection for the CDEPP assessment protocol.

Tracking Children of CDEPP Cohort 2 for Assessment during Kindergarten

The longitudinal design of the CDEPP evaluation requires that a sample of children be tested twice, first during their CDEPP preschool year and then re-tested in kindergarten one year later. In addition students were found and assessed using the BASC-2 and the PPVT 4 in the spring of their 4K year. It should be noted that the students are administered the same battery of tests; however, the scores are adjusted to take into consideration the age and maturation of the children. Re-testing the same children, after their involvement in CDEPP, with the same assessments allowed for a comparison of scores for those children to determine achievement over time relative to their same-age peers in the assessments' norms.

The following procedures were used to locate the 157 children assessed during the 2008-09 school year (the 150 of Cohort 2 assessed in the fall, plus the seven replacement students selected during the spring observations) as part of the child assessment portion of the overall CDEPP evaluation. Please note that seven children from the original sample of 150 children were not assessed in the Spring of 2009 because they were either absent or no longer in the same classroom, therefore seven children were selected to replace them in the sample. It should be noted that the evaluation team members went to great lengths to attempt to locate all 157 previously assessed children served in CDEPP.

In August 2009, an evaluation team member called the 13 private centers in which 40 children were assessed during the 2008-09 school year to inquire about the possible Kindergarten placement of those children. Five of the 13 centers reported that they did not know where the children were enrolled for kindergarten. In this case, elementary schools in the CDEPP district in which the center was located were called to inquire about the enrollment of these 15 children.

There were 117 children assessed from 37 public school CDEPP sites. These schools were contacted to see if the children were enrolled at the same school for kindergarten. In some cases, school personnel indicated that a child was not enrolled at the same school for kindergarten for the 2009-10 school year. The school personnel were then asked if they had knowledge of where the child was enrolled. If the school was located within South Carolina, a call was then placed to the suggested school to verify enrollments of the children in the reported kindergartens. It should be noted that some of the children who participated in CDEPP as 4-year-olds were enrolled in non-CDEPP districts for 5-year-old Kindergarten.

In addition to the above procedures, a member of the evaluation team called the Early Childhood Coordinator in the districts in which children could not be located to determine if the children were enrolled in other elementary schools within the district. After following these procedures, we were able to locate and assess 125 of the original 157 children assessed as CDEPP participating 4-year-olds: an attrition rate of 20%. Of the 32 children we were unable to assess; 27 children could not be located by calling, two children moved out of state, two left the program early, and one was a foster child and did not finish the program.

Sixteen of the missing sample participants had been enrolled in CDEPP at private centers and 16 had been enrolled in public school programs. It should also be noted that we attempted to find the 32 children by accessing the SASI database using SUNS numbers through the SCDE. However, the SCDE did not have access to the enrollment status of individual students until after the 45-day count was received from districts at the end of October. At the time of this report, information from the 45-day count was not available to the evaluation team to assist the search for these 37 children.

Appendix H

Current Knowledge Concerning Teacher Educational Attainment, Credentials, and Professional Development

The issues concerning teacher education, certification, and professional development have been controversial in early childhood education (Fuller, 2007). Conventional wisdom has indicated that teacher educational attainment, pre-service and in-service training, and professional development should enhance preschool program quality and child outcomes. Nevertheless, at the present time, existing evidence has not been clear nor compelling that educational attainment or credentials are strongly related to either program quality or child outcomes. We base our assertion on a contemporary review of the literature (Fuller, 2007, especially chapter 6) and a recent secondary analysis of seven contemporary and rigorous investigations of early childhood education for four-year-old children by Early et al. (2007). It should be noted, however, that both Fuller (2007) and Early and her colleagues (2007) have been clear that although the present evidence is not clear or compelling, researchers' efforts have raised more questions than they have answered. Nevertheless, both Fuller (2007) and Early and her colleagues (2007) have concluded that present information does not indicate that educational degrees or educational credentials per se result in higher-quality preschool programs or better child outcomes. Indeed, much of the existing evidence shows no difference, very small differences, or in a few cases contrary evidence to expected differences. As Early and her colleagues (2007) noted "Teachers' education and teacher quality are two separate albeit related constructs" (p. 575).

Hence, the issue of teacher educational attainment and credentialing remains a difficult issue for the field. Moreover, Early and her colleagues (2007) have been clear that they do not want their findings to be misinterpreted and have noted three potential reasons for their results. First, many teachers who have been in the workforce may not have been trained adequately to teach preschool children. Indeed, many teachers were trained several years ago and the field of teacher preparation in early childhood has been changing rapidly. For instance, newer evidence-based information may not have been included in previous pre-service and in-service training. Second, many contemporary early childhood educators have argued that recent emerging evidence has indicated that teachers' educative interactions with children in preschools, which promote children's meaningful cognitive and linguistic child engagement, rather than the teachers' degree per se are critical to program quality and child outcomes (Ramey & Ramey, 2005). Simply put, teachers' behaviors and interactions with children that may enhance development may not be related to formal degrees but more to well-targeted training and the subsequent employment of those teaching procedures in classrooms.

Early and her colleagues (2007) have cogently argued that better pre-service and in-service training and professional development to produce high-quality educational experiences for four-year-old preschool children are sorely needed. The issue then becomes how to best educate and enhance the quality of the teaching personnel in newly implemented early childhood programs for four-year-old children. Given the recent implementation of CDEPP and potential future expansions of four-year-old educational services in the state, we believe that a two-pronged approach to teachers' educational attainment and compensation will be needed. First, financial incentives for teachers who do not presently have degrees in early childhood education to earn those degrees should be implemented. In Georgia, which has implemented a decade-old universal preschool program for four-year olds, the state provides differential funding for preschool programs that employ teachers who have degrees in early childhood education (see 2007-2008 Georgia's Pre-K Program Operating Guidelines). For example, certified teachers are compensated \$29,348, degreed teachers \$21,295, and associate degreed teachers \$17,574 and participating public and private providers are reimbursed differentially based on number of students served and their lead teachers' educational attainment and credentials. If adopted, this

type of policy would also place public and private providers on a more “equal footing” with regard to qualified teacher workforce and teachers’ compensation.

Second, implementation of a responsive technical assistance program to personnel working in state-supported and partially funded preschool programs is essential to the on-going enhancement of the current workforce. That is probably best achieved with well-targeted technical assistance and professional development, which was a recommendation in previous EOC reports (Education Oversight Committee, 2006, March). Historically, technical assistance has been defined as

“ . . . a systematic process that uses various strategies involving people, procedures, and products over a period of time to enhance the accomplishments of mutual goals of the state and those who request their help” (Trohanis, 1982, pp. 39-40).

The spring 2007 CDEPP Teacher Survey indicated that both public school and private center personnel wanted ongoing technical assistance in working effectively with preschool children from either the SCDE or OFS. Although the details concerning the nature and type of technical assistance and professional development (e.g., large group inservice, face-to-face on-site collaborative consultation, content areas, regionalized vs. statewide) will need to be worked out, the system should probably concentrate training efforts on (a) establishing and maintaining developmentally appropriate classroom environments, and (b) enhancing and supporting meaningful teacher-child interactions that focus on improving children’s language, literacy, numeracy, and social development in classrooms. An effective technical assistance system should focus on developing both developmentally appropriate classrooms and supporting teachers who are responsive to children’s social, behavioral, and educational needs related to transition to kindergarten and school readiness. In addition, any technical assistance and professional development system should include an evaluation component that ensures feedback to both implementers and participants to ensure a continuous improvement model of professional development. For example, if teachers acquire new teaching skills then a performance-based assessment of the employment of those skills in classrooms will be needed.

Conclusions

Differences in public school and private center teachers are evident in educational degrees held, early childhood certification, years teaching experience, and compensation for their professional efforts. As one might expect, those differences may be a direct result of differential requirements for lead teachers for the two administering entities, SCDE and OFS. From spring 2007 survey results and previous EOC reports, teachers have indicated that they want assistance in planning educational services for young children, especially assistance that focuses on establishing developmentally appropriate classrooms, implementing curricula, promoting young children’s behavioral and emotional development, and meaningful teaching interactions to promote children’s language, cognitive, literacy, numeracy, and social emotional development.

Appendix I

Survey of CDEPP Coordinators

Opening Statement:

The Education Oversight Committee, in partnership with the University of South Carolina, is responsible for evaluating the Child Development Education Pilot Program (CDEPP) and for issuing an annual report on the program's implementation and effectiveness. One component of the evaluation is an analysis of program administration costs. While prior evaluations have focused on the costs of administration at the state level, we recognize that school districts also incur direct and indirect administrative costs.

Because you are responsible for coordinating CDEPP in your district, you play a pivotal role in the addressing school readiness of children in poverty. The CDEPP coordinator in the thirty-six districts participating in CDEPP in school year 2009-10 are asked to complete the following survey. Your answers should reflect the Child Development Education Pilot Program as implemented in 2008-09 or in the case of the Saluda County School District, preparation for and initial implementation in 2009-10. If school year 2009-10 is your first year as CDEPP coordinator, the EOC encourages you to work with the prior CDEPP coordinator in your district as well as with your district finance officer to complete the survey.

The EOC will not publish individual names or responses. Only summary data gained from the survey will be reported. The EOC has notified your district superintendent about the survey. Please complete the online survey by 5:00 p.m. on November 1, 2009. Below are the USER IDs and Passwords that you will need.

Survey Questions:

1. Your Name: _____

2. Your Title: _____

3. Your School District of Employment: _____
(Drop-Down Menu of the following districts)

Abbeville
Allendale
Bamberg 1
Bamberg 2
Barnwell 19
Barnwell 29
Berkeley
Chesterfield
Clarendon 1
Clarendon 2
Clarendon 3
Dillon 1
Dillon 2
Dillon 3
Florence 1
Florence 2
Florence 3
Florence 4

Florence 5
Hampton 1
Hampton 2
Jasper
Laurens 55
Laurens 56
Lee
Lexington 4
Marion 1
Marion 2
Marion 7
Marlboro
McCormick
Orangeburg 3
Orangeburg 4
Orangeburg 5
Saluda
Williamsburg

4. How many years have you coordinated the Child Development Education Pilot Program (CDEPP) in this district? (Please check one)

- ☐ 2009-10 is my first year as CDEPP coordinator in this district
☐ One Year
☐ Two Years
☐ Three Years

5. How much of your time is spent coordinating the Child Development Education Pilot Program? For example, if your only responsibility is administering CDEPP, then respond 100%. Otherwise, please estimate the percentage of the school year that you spend coordinating, administering or implementing CDEPP.
(Drop-Down Menu of the following responses.)

- | | |
|-----------|---------------|
| 100% | 40 to 49% |
| 90 to 99% | 30 to 39% |
| 80 to 89% | 20 to 29% |
| 70 to 79% | 10 to 19% |
| 60 to 69% | Less than 10% |
| 50 to 59% | Other _____ |

6. Other than school administrative personnel, classroom teachers and classroom aides, are there other administrative personnel at the district office involved in the administration and implementation of CDEPP?

- ☐ Yes
☐ No

If yes, please complete the following chart to reflect the title of each staff person who involved in implementing CDEPP and the percentage of time each staff person spends on CDEPP:

Title of Person:	Percentage of Time Devoted to CDEPP:
1.	___%
2.	___%
3.	___%
4.	___%
5.	___%
6.	___%

7. How are CDEPP classes and services provided in your school district? (Check all that apply)

- ☐ Generally, CDEPP classrooms in our district enroll only CDEPP-eligible students
☐ Generally, CDEPP classrooms in our district enroll CDEPP and non-CDEPP eligible students
☐ Generally, CDEPP classrooms in our district also enroll children with special education needs who may or may not be CDEPP-eligible.
☐ I do not know.

8. At the DISTRICT level, what responsibilities are involved in the administration of CDEPP (Check all that apply)

- ☐ Managing funds

- ☐ Employing teachers and aides
 - ☐ Supervising teachers
 - ☐ Choosing curriculum
 - ☐ Purchasing materials and supplies
 - ☐ Coordinating professional development
 - ☐ Recruiting students
 - ☐ Obtaining and renewing DSS licensure
 - ☐ Providing parenting education
 - ☐ Other (Please describe below)
-
-

9. At the SCHOOL level, what responsibilities are involved in the administration of CDEPP (Check all that apply)

- ☐ Managing funds
 - ☐ Employing teachers and aides
 - ☐ Supervising teachers
 - ☐ Choosing curriculum
 - ☐ Purchasing materials and supplies
 - ☐ Coordinating professional development
 - ☐ Recruiting students
 - ☐ Obtaining and renewing DSS licensure
 - ☐ Providing parenting education
 - ☐ Other (Please describe below)
-
-

10. The South Carolina Department of Education in school year 2008-09 allocated to each CDEPP district \$800 for each CDEPP classroom. The \$800 per classroom allocation was for the purchase of professional development for CDEPP teachers and aides including travel costs and for the hiring of substitute teachers as needed. The proviso creating CDEPP states that all personnel providing instruction and classroom support to students in CDEPP must participate annually in a minimum of 15 hours of professional development which includes teaching children from poverty.

A. Was the \$800 allocation sufficient?

- ☐ Yes
- ☐ No

If "no," what, in your opinion, is an adequate amount to be spent per classroom for professional development and substitute pay?

B. What professional services did your district purchase with the allocation in 2008-09?

- ☐ On-site professional development and technical assistance
- ☐ Registration and travel for teachers to attend conference(s)
- ☐ Specialized instruction in a particular curriculum
- ☐ Other (Please describe below)

11. While new CDEPP classrooms receive up to \$10,000 per classroom for supplies and materials to equip new classrooms, there may be other costs involved in implementing

CDEPP. Please check all of the below costs that were incurred by your district in the initial implementation of CDEPP and that were not paid for by state funds.

- ☐ Physical renovations to a classroom that exceeded \$10,000
- ☐ Playground renovations and/or equipment purchases
- ☐ Supplementary classroom equipment that exceeded \$2,500
- ☐ No other costs were incurred
- ☐ Other (Please describe below)

12. Existing CDEPP classrooms may receive up to \$2,500 per classroom annually for supplies and materials. In addition to the cost of purchasing supplies and materials, there may be other annual operating and maintenance costs for each CDEPP classroom. For example, these operating costs might include maintenance, electricity costs, water, repairs, etc.

Are there annual costs in excess of the \$2,500 maximum classroom allocation incurred by your district for the annual operating and maintenance costs for each CDEPP classroom?

- ☐ Yes
- ☐ No

If yes, what is your estimate of the average annual operating and maintenance cost per classroom?

If yes, please describe these costs? (Allow 2500 characters here)

13. Is the provision of CDEPP in your district coordinated with the following early childhood programs? (Please check all that apply)

- ☐ EIA Half-Day Four-Year-Old Program
- ☐ County First Steps Partnerships
- ☐ Head Start
- ☐ Federal special education
- ☐ Other (Please specify)

14. Does your district coordinate the funding of CDEPP with any of the following funding sources? (Please check all that apply)

- ☐ EIA Half-Day Four-Year-Old Program
- ☐ County First Step Partnerships
- ☐ Head Starts
- ☐ Federal Special Education funds
- ☐ Other Federal Funds (Please specify)
- ☐ Other (Please specify)

15. While bus transportation for CDEPP students is provided by the South Carolina Department of Education or in the case of Florence 2 in collaboration with Head Start,

does your district incur any direct costs related to the transportation of CDEPP students?

☐ Yes

☐ No

If yes, please describe those costs which may include bus driver salaries and estimate the average cost per child born by the district.

16. Does your district maintain a waiting list for CDEPP-eligible students?

☐ Yes

☐ No

If yes, how many students are currently on the waiting list for CDEPP for the current school year? _____

17. How does your district recruit students and families into CDEPP? (Please check all that apply)

☐ Coordinates recruitment with social service agencies in district

☐ Holds special events at school site

☐ Advertises program in local newspaper or television

☐ Relies upon referrals from parents

☐ Focuses recruitment efforts on families whose children already attend schools in your district

☐ Does not formally recruit children

☐ Other (Please specify)

18. Does your district provide specialized parenting education program to CDEPP parents?

☐ Yes

☐ No

If yes, please describe the parenting education programs provided exclusively for CDEPP parents.

If no, please indicate why by checking all the boxes that apply.

☐ The district is not providing parenting education programs in the current school year.

☐ The district provides parenting education to all parents of preschool children and does not single out specialized programs for CDEPP families.

19. In what activities related to CDEPP does your district collaborate with other public and private entities?

☐ Transportation of CDEPP students to and from school

☐ Referral of CDEPP-eligible children on waiting lists to other CDEPP providers in the community

- ☐ After-school care for children
- ☐ Parent education
- ☐ Health Screening
- ☐ Mental Health Services
- ☐ Other (Please specify)

20. What are the greatest challenges in implementing CDEPP?

- ☐ Recruiting and retaining quality teachers
- ☐ Maintaining DSS licensure
- ☐ Having sufficient funding
- ☐ Providing classroom space to meet the demand
- ☐ Other (Please specify below)

Appendix J
Proviso 1.62. of the 2009-10 General Appropriations Act

1.62. (SDE: Child Development Education Pilot Program) There is created the South Carolina Child Development Education Pilot Program (CDEPP). This program shall be available for the 2009-10 school year on a voluntary basis and shall focus on the developmental and learning support that children must have in order to be ready for school and must incorporate parenting education.

(A) For the 2009-10 school year, with funds appropriated by the General Assembly, the South Carolina Child Development Education Pilot Program shall first be made available to eligible children from the following eight trial districts in Abbeville County School District et. al. vs. South Carolina: Allendale, Dillon 2, Florence 4, Hampton 2, Jasper, Lee, Marion 7, and Orangeburg 3. With any remaining funds available, the pilot shall be expanded to the remaining plaintiff school districts in Abbeville County School District et. al. vs. South Carolina and then expanded to eligible children residing in school districts with a poverty index of 90% or greater. Priority shall be given to implementing the program first in those of the plaintiff districts which participated in the pilot program during the 2006-2007 school year, then in the plaintiff districts having proportionally the largest population of underserved at-risk four-year-old children. During the implementation of the pilot program, no funds appropriated by the General Assembly for this purpose shall be used to fund services to at-risk four-year-old children residing outside of the trial or plaintiff districts.

The Education Oversight Committee shall conduct an evaluation of the pilot program and shall issue a report to the General Assembly by January 1, 2010. The report shall include a comparative evaluation of children served in the pilot program and children not served in the pilot program. Additionally, based on the evaluation of the pilot program, the Education Oversight Committee shall include recommendations for the creation of and an implementation plan for phasing in the delivery of services to all at-risk four-year-old children in the state.

Unexpended funds from the prior fiscal year for this program shall be carried forward and shall remain in the program. In rare instances, students with documented kindergarten readiness barriers may be permitted to enroll for a second year, or at age five, at the discretion of the Department of Education for students being served by a public provider or at the discretion of the Office of South Carolina First Steps to School Readiness for students being served by a private provider.

(B) Each child residing in the pilot districts, who will have attained the age of four years on or before September 1, of the school year, and meets the at-risk criteria is eligible for enrollment in the South Carolina Child Development Education Pilot Program for one year.

The parent of each eligible child may enroll the child in one of the following programs:

- (1) a school-year four-year-old kindergarten program delivered by an approved public provider; or
- (2) a school-year four-year-old kindergarten program delivered by an approved private provider.

The parent enrolling a child must complete and submit an application to the approved provider of choice. The application must be submitted on forms and must be accompanied by a copy of the child's birth certificate, immunization documentation, and documentation of the student's eligibility as evidenced by family income documentation showing an annual family income of 185% or less of the federal poverty guidelines as promulgated annually by the U.S. Department of Health and Human Services or a statement of Medicaid eligibility.

In submitting an application for enrollment, the parent agrees to comply with provider attendance policies during the school year. The attendance policy must state that the program consists of 6.5 hours of instructional time daily and operates for a period of not less than 180 days per year. Pursuant to program guidelines, noncompliance with attendance policies may result in removal from the program.

No parent is required to pay tuition or fees solely for the purpose of enrolling in or attending the program established under this provision. Nothing in this provision prohibits charging fees for childcare that may be provided outside the times of the instructional day provided in these programs.

(C) Public school providers choosing to participate in the South Carolina Four-Year-Old Child Development Kindergarten Program must submit an application to the Department of Education. Private providers choosing to participate in the South Carolina Four-Year-Old Child Development Kindergarten Program must submit an application to the Office of First Steps. The application must be submitted on the forms prescribed, contain assurances that the provider meets all program criteria set forth in this provision, and will comply with all reporting and assessment requirements.

Providers shall:

- (1) comply with all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services;
- (2) comply with all state and local health and safety laws and codes;
- (3) comply with all state laws that apply regarding criminal background checks for employees and exclude from employment any individual not permitted by state law to work with children;
- (4) be accountable for meeting the education needs of the child and report at least quarterly to the parent/guardian on his progress;
- (5) comply with all program, reporting, and assessment criteria required of providers;
- (6) maintain individual student records for each child enrolled in the program to include, but not be limited to, assessment data, health data, records of teacher observations, and records of parent or guardian and teacher conferences;
- (7) designate whether extended day services will be offered to the parents/guardians of children participating in the program;
- (8) be approved, registered, or licensed by the Department of Social Services; and
- (9) comply with all state and federal laws and requirements specific to program providers.

Providers may limit student enrollment based upon space available. However if enrollment exceeds available space, providers shall enroll children with first priority given to children with the lowest scores on an approved pre-kindergarten readiness assessment. Private providers shall not be required to expand their programs to accommodate all children desiring enrollment. However, providers are encouraged to keep a waiting list for students they are unable to serve because of space limitations.

(D) The Department of Education and the Office of First Steps to School Readiness shall:

- (1) develop the provider application form;
- (2) develop the child enrollment application form;
- (3) develop a list of approved research-based preschool curricula for use in the program based upon the South Carolina Content Standards, provide training and technical assistance to support its effective use in approved classrooms serving children;
- (4) develop a list of approved pre-kindergarten readiness assessments to be used in conjunction with the program, provide assessments and technical assistance to support assessment administration in approved classrooms serving children;
- (5) establish criteria for awarding new classroom equipping grants;
- (6) establish criteria for the parenting education program providers must offer;
- (7) establish a list of early childhood related fields that may be used in meeting the lead teacher qualifications;
- (8) develop a list of data collection needs to be used in implementation and evaluation of the program;

- (9) identify teacher preparation program options and assist lead teachers in meeting teacher program requirements;
- (10) establish criteria for granting student retention waivers; and
- (11) establish criteria for granting classroom size requirements waivers.

(E) Providers of the South Carolina Child Development Education Pilot Program shall offer a complete educational program in accordance with age-appropriate instructional practice and a research based preschool curriculum aligned with school success. The program must focus on the developmental and learning support children must have in order to be ready for school. The provider must also incorporate parenting education that promotes the school readiness of preschool children by strengthening parent involvement in the learning process with an emphasis on interactive literacy.

Providers shall offer high-quality, center-based programs that must include, but shall not be limited to, the following:

- (1) employ a lead teacher with a two-year degree in early childhood education or related field or be granted a waiver of this requirement from the Department of Education or the Office of First Steps to School Readiness;
- (2) employ an education assistant with pre-service or in-service training in early childhood education;
- (3) maintain classrooms with at least 10 four-year-old children, but no more than 20 four-year-old children with an adult to child ratio of 1:10. With classrooms having a minimum of 10 children, the 1:10 ratio must be a lead teacher to child ratio. Waivers of the minimum class size requirement may be granted by the South Carolina Department of Education for public providers or by the Office of First Steps to School Readiness for private providers on a case-by-case basis;
- (4) offer a full day, center-based program with 6.5 hours of instruction daily for 180 school days;
- (5) provide an approved research-based preschool curriculum that focuses on critical child development skills, especially early literacy, numeracy, and social/emotional development;
- (6) engage parents' participation in their child's educational experience that shall include a minimum of two documented conferences per year; and
- (7) adhere to professional development requirements outlined in this article.

(F) Every classroom providing services to four-year-old children established pursuant to this provision must have a lead teacher with at least a two-year degree in early childhood education or related field and who is enrolled and is demonstrating progress toward the completion of a teacher education program within four years. Every classroom must also have at least one education assistant per classroom who shall have the minimum of a high school diploma or the equivalent, and at least two years of experience working with children under five years old. The teaching assistant shall have completed the Early Childhood Development Credential (ECD) 101 or enroll and complete this course within twelve months of hire. Providers may request waivers to the ECD 101 requirement for those assistants who have demonstrated sufficient experience in teaching children 5 years old and younger. The providers must request this waiver in writing to their designated administrative agency (First Steps or the Department of Education) and provide appropriate documentation as to the qualifications of the teaching assistant.

(G) The General Assembly recognizes there is a strong relationship between the skills and preparation of pre-kindergarten instructors and the educational outcomes of students. To improve these education outcomes, participating providers shall require all personnel providing instruction and classroom support to students participating in the South Carolina Child Development Education Pilot Program to participate annually in a minimum of 15 hours of professional development to include teaching children from poverty. Professional development should provide instruction in strategies and techniques to address the age-appropriate progress

of pre-kindergarten students in developing emergent literacy skills, including but not limited to, oral communication, knowledge of print and letters, phonemic and phonological awareness, and vocabulary and comprehension development.

(H) Both public and private providers shall be eligible for transportation funds for the transportation of children to and from school. Nothing within this provision prohibits providers from contracting with another entity to provide transportation services provided the entities adhere to the requirements of Section 56-5-195. Providers shall not be responsible for transporting students attending programs outside the district lines. Parents choosing program providers located outside of their resident district shall be responsible for transportation. When transporting four-year-old child development students, providers shall make every effort to transport them with students of similar ages attending the same school. Of the amount appropriated for the program, not more than \$185 per student shall be retained by the Department of Education for the purposes of transporting four-year-old students. This amount must be increased annually by the same projected rate of inflation as determined by the Division of Research and Statistics of the Budget and Control Board for the Education Finance Act.

(I) For all private providers approved to offer services pursuant to this provision, the Office of First Steps to School Readiness shall:

- (1) serve as the fiscal agent;
- (2) verify student enrollment eligibility;
- (3) recruit, review, and approve eligible providers. In considering approval of providers, consideration must be given to the provider's availability of permanent space for program service and whether temporary classroom space is necessary to provide services to any children;
- (4) coordinate oversight, monitoring, technical assistance, coordination, and training for classroom providers;
- (5) serve as a clearing house for information and best practices related to four-year-old kindergarten programs;
- (6) receive, review, and approve new classroom grant applications and make recommendations for approval based on approved criteria;
- (7) coordinate activities and promote collaboration with other private and public providers in developing and supporting four-year-old kindergarten programs;
- (8) maintain a database of the children enrolled in the program; and
- (9) promulgate guidelines as necessary for the implementation of the pilot program.

(J) For all public school providers approved to offer services pursuant to this provision, the Department of Education shall:

- (1) serve as the fiscal agent;
- (2) verify student enrollment eligibility;
- (3) recruit, review, and approve eligible providers. In considering approval of providers, consideration must be given to the provider's availability of permanent space for program service and whether temporary classroom space is necessary to provide services to any children;
- (4) coordinate oversight, monitoring, technical assistance, coordination, and training for classroom providers;
- (5) serve as a clearing house for information and best practices related to four-year-old kindergarten programs;
- (6) receive, review, and approve new classroom grant applications and make recommendations for approval based on approved criteria;
- (7) coordinate activities and promote collaboration with other private and public providers in developing and supporting four-year-old kindergarten programs;
- (8) maintain a database of the children enrolled in the program; and
- (9) promulgate guidelines as necessary for the implementation of the pilot

program.

(K) The General Assembly shall provide funding for the South Carolina Child Development Education Pilot Program. For the 2009-10 school year, the funded cost per child shall be \$4,093 increased annually by the rate of inflation as determined by the Division of Research and Statistics of the Budget and Control Board for the Education Finance Act. Eligible students enrolling with private providers during the school year shall be funded on a pro-rata basis determined by the length of their enrollment. Private providers transporting eligible children to and from school shall be eligible for a reimbursement of \$550 per eligible child transported. Providers who are reimbursed are required to retain records as required by their fiscal agent. Providers enrolling between one and six eligible children shall be eligible to receive up to \$1,000 per child in materials and equipment grant funding, with providers enrolling seven or more such children eligible for grants not to exceed \$10,000. Providers receiving equipment grants are expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years will require the provider to return a portion of the equipment allocation at a level determined by the Department of Education and the Office of First Steps to School Readiness. Funding of up to two thousand five hundred dollars may be provided annually for the procurement of consumable and other materials in established classrooms. Funding to providers is contingent upon receipt of data as requested by the Department of Education and the Office of First Steps.

(L) Pursuant to this provision, the Department of Social Services shall:

(1) maintain a list of all approved public and private providers; and

(2) provide the Department of Education, the Office of First Steps, and the Education Oversight Committee information necessary to carry out the requirements of this provision.

(M) The Education Oversight Committee shall conduct a comparative evaluation of the South Carolina Child Development Education Pilot Program and issue their findings in a report to the General Assembly by January 1, 2010. Based on information, data, and evaluation results, the Education Oversight Committee shall include as part of their report recommendations for the creation and implementation of a statewide four-year-old kindergarten program for at-risk children. The report shall also include information and recommendations on lead teacher qualifications and options for creating comparable salary schedules for certified teachers employed by private providers. In the current fiscal year, the Education Oversight Committee shall use funds appropriated by the General Assembly for four-year-old evaluation to support the annual collection of and continuous evaluation of data. The Office of First Steps will include in its triennial external evaluation pursuant to Section 59-152-160 of the 1976 Code, fiscal and management questions as provided by the Education Oversight Committee.

The report shall also include an assessment, by county, on the availability and use of existing public and private classroom capacity approved for at-risk four-year-old kindergarten students based on data collected triennially. The report shall include, by county, the estimated four-year-old population, the total number of CDEPP approved four-year-old kindergarten spaces available, the number of four-year-old children enrolled in both public and private CDEPP approved facilities, and the number of children on waiting lists for either public or private providers during the reporting period. Where possible, the report shall also include anticipated four-year-old kindergarten enrollment projections for the two years following the report. The 2010 evaluation will also include the following:

(1) a determination of the factors including policy issues, leadership characteristics and community concerns that led to substantial increases in the number of CDEPP participants served in specific districts and counties;

(2) a determination of the factors that influence the continuity of CDEPP student enrollment across the full 180-day program and policy or programmatic changes needed to assure that CDEPP participants fully benefit from the program;

(3) a determination of how many private childcare center teachers are pursuing a four-year degree and the barriers incurred in obtaining the degree; and

(4) a review of any formalized plan or evaluation data to assess the quality and impact of professional development and training provided by the Office of First Steps and the Department of Education to CDEPP teachers.

To aid in this evaluation, the Education Oversight Committee shall determine the data necessary and both public and private providers are required to submit the necessary data as a condition of continued participation in and funding of the program. This data shall include developmentally appropriate measures of student progress. Additionally, the Department of Education shall issue a unique student identifier for each child receiving services from a private provider. The Department of Education shall be responsible for the collection and maintenance of data on the public state funded full day and half-day four-year-old kindergarten programs. The Office of First Steps to School Readiness shall be responsible for the collection and maintenance of data on the state funded programs provided through private providers. The Education Oversight Committee shall use this data and all other collected and maintained data necessary to conduct a research based review of the program's implementation and assessment of student success in the early elementary grades.

Appendix K Comments



To: Dr. JoAnne Anderson, Director, Education Oversight Committee
From: Dr. Dan Wuori, Chief Program Officer
Date: January 11, 2010

RE: 2010 CDEPP Evaluation Report

On behalf of South Carolina First Steps to School Readiness, allow me to express our appreciation for the detailed work of the Education Oversight Committee's CDEPP Evaluation Team. The EOC's 2010 report is the most detailed look at the program to date and we are gratified by your conclusion that First Steps **"has demonstrated a very hands-on coaching approach to technical assistance and quality control in private CDEPP centers."** We believe that both the state's young children and taxpayers deserve nothing less.

While First Steps' efforts to ensure accountability in the private sector are – as a result of substantially variant needs and resources – not always directly comparable to those of the SC Department of Education, I would like to take this opportunity to shed additional light on our agencies' robust, existing collaboration. From the beginning of the CDEPP pilot, the SCDE and First Steps have worked hand in hand to ensure the use of common curriculum models and assessments across the public and private sectors. Agency staff are in frequent contact, with First Steps-sponsored professional development routinely opened to school district staff and vice-versa. In the fall of 2009 First Steps and SCDE staff convened for the pilot's first-ever formal joint staff meeting, with both agencies committed to furthering this effort.

We are deeply appreciative of the Department's partnership – as well of that of the EOC – as we work to jointly ensure high-quality service to all CDEPP-eligible children, whether served in a public or private setting. Again, let me express our thanks for a job well done.



Together, we can.

January 8, 2010

Dr. Jo Anne Anderson
Executive Director
Education Oversight Committee

Dear Dr. Anderson;

Department of Education staff have received and reviewed the advance copy of the Report on the implementation and Expansion of the Child Development Education Pilot Program (CDEPP). We thank you for the opportunity to review the finding and recommendations provided by EOC staff and evaluation team.

We agree with all recommendations and look forward to continued partnerships with the Office of First Steps and Education Oversight Committee staff. We have already extended collaborative efforts in Professional Development with the Office of First Steps.

Continued efforts in data quality will be an important part of our work in 2009-2010 as districts implement Power School as a student data system. The Office of Standards and Support (Early Childhood team) and the Office of Finance will continue working diligently to obtain the most accurate and comprehensive data as possible.

We appreciate the General Assembly providing funding for CDEPP as recurring funds in the current year and we look forward to additional support from the legislature to expand CDEPP statewide when funds become available.

Sincerely,

Jim Rex
Superintendent of Education

C: Dr. Valerie Harrison
Ms. Pamela Wills
Ms. Mellanie Jinnette

The Education Oversight Committee does not discriminate on the basis of race, color, national origin, religion, sex, or handicap in its practices relating to employment or establishment and administration of its programs and initiatives. Inquiries regarding employment, programs and initiatives of the Committee should be directed to the Executive Director 803.734.6148.